

ABSTRACT

Title of Dissertation: THE EFFECTS OF A SYSTEMATIC TRAINING PACKAGE ON SECONDARY SPECIAL EDUCATION TEACHERS TO TEACH SELF-DETERMINATION SKILLS TO STUDENTS WITH HIGH INCIDENCE DISABILITIES

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There has been increased interest in and concern about the level of self-determination with which secondary students with disabilities leave high school. While educators acknowledge the importance of teaching such skills, researchers have documented a lack of self-determination instruction occurring in the secondary school setting. When teaching self-determination skills to students with disabilities, two barriers most frequently cited by educators are they feel unprepared to teach self-determination skills and they are unsure how to prepare students to be active participants in the Individualized Education Program (IEP) process which determines a student's future. The purpose of this study was to determine whether secondary special education teachers

could provide self-determination instruction to students with high incidence disabilities having been given systematic training opportunities.

A multiple probe single subject design across three special education teachers was used. Teachers were systemically trained on the *ChoiceMaker's Self-Directed IEP Curriculum*TM. Direct observation of self-determination instructional procedures were conducted across baseline, intervention, and maintenance conditions for three teachers during self-contained secondary special education classroom settings. The results of the study confirmed the author's hypothesis that secondary special education teachers can effectively use the *ChoiceMaker's Self-Direct IEP Curriculum*TM to teach self-determination skills to students of high incidence disabilities after receiving systematic training. Furthermore, IEP committee members, including the students, parents, general educators, special educators, and administrators noted an increase in active student involvement and self-determined behavior at IEP meetings. The results contribute to the self-determination knowledge base addressing teachers' preparation and confidence in teaching self-determination skills to students with high incidence disabilities.

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SPECIAL EDUCATION TEACHERS TO TEACH SELF-DETERMINATION SKILLS
TO STUDENTS WITH HIGH INCIDENCE DISABILITIES

by

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DEDICATION

I dedicate this dissertation to my amazing family. Particularly to my understanding and patient husband, Stephen, who has tolerated me as a peer throughout this doctoral program and who has provided hours of support mentally and emotionally and continues to love me despite my faults! Also, to my four wonderful and resilient children, Emma, Owen, Corey, and Elsie who probably sacrificed the most, but have been patient with us as we have worked long hours over the past four years to complete this degree. Also, to my sisters who are my best friends, Jody Goudreau and Amy VanCamp. They have been my emotional anchors throughout my life. And finally, I dedicate this to my parents, Jack and Judy Baudistel, who have always put my sisters and me first and have taught me the value of working hard, pursuing my dreams, and multi-tasking! I love you all!

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CHAPTER I

Introduction

There has been increased interest in and concern about the level of self-determination with which secondary students with disabilities leave school. The increased focus on self-determination is particularly evident in the transition-from-school-to-adulthood movement (Mason, Field, & Sawilowsky, 2004; Thoma, 2006; Zhang, Wehmeyer, & Chen, 2005). One could theorize students who leave school with a high level of self-determination should experience positive adult outcomes and therefore, a higher quality of life. Research has shown students with disabilities do have the capacity to learn and possess the ability to exhibit self-determined behavior (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Test et al., 2004a). While educators acknowledge the importance of teaching such skills (Mason et al., 2004; Wehmeyer, Agran, & Hughes, 2000), a lack of self-determination instruction occurring in the secondary school setting has been documented (Agran, Snow, & Swaner, 1999; Grigal, Neubert, Moon, & Graham, 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000).

Statement of the Problem

Student involvement in the Individual Education Program (IEP) process is a successful method to increase self-determination skills (National Secondary Transition Technical Assistance Center, 2009). There have been numerous studies conducted on the efficacy of various self-determination interventions aimed at increasing student involvement in their IEP development focusing on students with high incidence disabilities (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, Test, 2006;

Flannery et al., 2000; Martin et al., 2002; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Powers et al., 2001; Snyder, 2002; Zhang, 2001). In the participating school district at the time of this investigation, however, the degree to which special education teachers of secondary students with high incidence disabilities were providing instruction on self-determination skills was lacking. This most likely is related to the fact that two of the barriers most frequently cited by special educators throughout the United States are they feel unprepared to teach self-determination skills and they are unsure how to prepare students to be active participants in the IEP process (Agran et al., 1999; Grigal et al., 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000).

Purpose of the Study

The purpose of this study was to determine whether secondary special education teachers could provide self-determination instruction to students with high incidence disabilities given systematic training opportunities. Self-determination has increasingly become the focus of much literature in the field of special education and the importance of increasing self-determination among adolescents with disabilities is evident in recent legislation and policy (Individuals with Disabilities Education Improvement Act, 2004; National Council of Disability, 2004; President's Commission on Excellence in Special Education, 2002; Rehabilitation Act Amendments of 1992; 1998). There is a large body of research available on self-determination including research on the efficacy of numerous self-determination curricula (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, & Test, 2006; Flannery et al., 2000; Martin et al., 2002; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Powers et al., 2001; Snyder, 2002;

Zhang, 2001) and on the perceptions of various IEP team members on self-determination and student involvement in the IEP process (Argan & Hughes, 2008; Agran, Snow, & Swaner, 1999; Grigal, Neubert, Moon, & Graham, 2003; Mason, Field, & Sawilowsky, 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer, Agran, & Hughes; 2000). The majority of research aimed at evaluating the efficacy of self-determination curricula has involved quantitative measures, with many utilizing single subject design techniques. There is also, however, an abundance of qualitative research available (Flannery et al., 2000; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002).

The present study involved three secondary special education teachers of students with high incidence disabilities in a school district serving children of United States military members and civilians. The participants were systematically taught how to teach students with high incidence disabilities self-determination skills utilizing a specialized curriculum focusing on participation in IEP meetings. The study also involved IEP team members, who included general education teachers, special education teachers, administrators, and other service providers such as speech, occupational, or physical therapists, as well as parents and the student. Participants were asked to complete a questionnaire after an IEP meeting to rate each student's involvement.

This research has the potential to significantly impact secondary students with high incidence disabilities in the participating school district. At the time of the study, there was a lack of systematic self-determination instruction and limited active student involvement in the IEP process in this district. While all students were invited to attend their IEP meetings, and for the most part were attending these meetings, their participation was passive at best. Therefore student participation was important to

examine since student involvement in the IEP process has been proven to be a successful method to increase self-determination skills (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, Test, 2006; Flannery et al., 2000; Martin et al., 2002; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Powers et al., 2001; Snyder, 2002; Zhang, 2001). Furthermore, if two of the main barriers noted by special educators were they felt unprepared to teach self-determination skills and they were unsure how to prepare students to be active participants in the IEP process (Agran et al., 1999; Grigal et al., 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000), then research aimed at determining whether secondary special education teachers can in fact provide self-determination instruction to students with high incidence disabilities was warranted.

Research Questions

The following two questions were posed to determine the effects of the intervention on the ability of secondary special education teachers to teach self-determination to their students with high incidence disabilities.

1. What are the effects of a systematic training package on secondary special education teachers to teach self-determination skills to students with high incidence disabilities?

2. How do IEP committee members rate the involvement of students with high incidence disabilities in their IEP meeting posttraining?

Significance of the Study

In 2002, the participating school district conducted a system-wide review of its special education services, the Special Education Initiative (SEI). The review focused on

four major components of quality services: resources, curricula, related services, and facilities. However, the review only focused on the need for additional services for students identified as having moderate to severe disabilities, not those with high incidence disabilities. If the SEI Vision Statement was to “enhance academic and personal outcomes for students with disabilities” and the SEI Mission Statement was to provide “high quality professional development, research-based curricular materials, and state-of-the-art technology to support exemplary programs that prepare all students with disabilities for successful participation in a global environment” (Participating School District, 2009), it is imperative to also include a focus on students with high incidence disabilities. It was therefore, my intent to provide information on the need for an increased focus on secondary transition instruction for secondary special education teachers so students with high incidence disabilities leave secondary school ready for “successful participation in a global environment” as suggested in the SEI Mission Statement. Students’ active involvement in their IEP process is a needed area of secondary transition instruction and the area of focus for this investigation.

Definition of Key Terms

Case Study Committee (CSC): A multi-disciplinary team composed of school personnel who oversee the special education program including special education providers assigned to the school, an administrator, general educator(s), and other specialists within and outside the school (e.g. nurse, counselors, school psychologist, physical therapist, speech therapist).

*ChoiceMaker Self-Determination Assessment*TM: Assessment used to obtain social validity to determine the effects of each teacher’s self-determination training on the

students in actual IEP meetings. The assessment contained 11 Likert-scale statements which asked IEP members to indicate if the student displayed specific self-determined behavior.

*ChoiceMaker's Self-Directed IEP Curriculum*TM: A curriculum designed to teach students with disabilities the self-determination skills consisting of four transition areas: (a) education, (b) employment, (c) personal, and (d) daily living, housing, and community participation.

High Incidence Disabilities: Disabilities that involve the largest number of students (i.e., emotional-behavioral disabilities, learning disabilities, mild intellectual disabilities, speech and language disabilities) (Mock, 2008).

High School: The educational building or the period of time in which a student is enrolled in grades 9 through 12.

Individual Education Program (IEP): An official document that is a written plan describing the special education program and/or services required for a particular student.

Individuals with Disabilities Education Act (IDEA): The federal disability education law originally enacted in 1975 under the title of Education for All Handicapped Children Act (EAHCA). IDEA entitles children with disabilities, birth to age 21, to a free appropriate public education (FAPE) in the least restrictive environment (LRE) in compliance with an individualized education plan (IEP) and procedural safeguards.

Individuals with Disabilities Education Improvement Act (IDEIA) of 2004: The reauthorization of IDEA.

No Child Left Behind Act of 2001 (NCLB): The federal general education law that requires states to develop and implement statewide academic standards, statewide assessments, and statewide accountability system.

Postsecondary: The time period after leaving high school. The time period can begin with graduating from high school or discontinuing attendance at a high school.

Postsecondary Outcomes: Activities engaged in once leaving high school which could include, but are not limited to, enrolling in postsecondary education, being employed, living independently, and participating in community living and leisure activities.

Secondary School: The educational building or the time period of time in which a youth is enrolled in grades 6 through 12.

Secondary Students: Students in grades 6 through 12.

Self-Determination: “A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society” (Field et al., 1998, p.2).

Special Education Initiative (SEI): Participating school district’s comprehensive plan designed to enhance existing special education services by providing additional resources and materials, and professional development.

CHAPTER II

Review of the Literature

The purpose of my study was to determine whether secondary special education teachers could provide self-determination instruction to students with high incidence disabilities after receiving systematic training. In the following sections I review the definition of self-determination and discuss the importance of increasing self-determination skills, specifically the need for increased student participation in the IEP process. I then provide an overview of the laws and policies as they relate to self-determination followed by an overview of the demographic of the teachers and students involved in the study. Next, I provide a review of relevant research to include studies examining the perceptions of teachers, parents, and students; observational studies of IEP meetings; and efficacy studies of various interventions aimed at increasing student participation in the IEP process. Lastly I discuss some of the barriers to implementing self-determination instruction noted by special educators.

Definition of Self-Determination

During the past decade, self-determination has become widely recognized in the literature as a best-practice (Council for Exceptional Children, 2003; Field & Hoffman, 2002; Field, Martin, Miller, Ward, & Wehmeyer, 1998), especially as it relates to the transition of students with disabilities from high school to postsecondary life. While there have been numerous definitions presented, they are generally consistent. For the purpose of this study, self-determination is defined as follows:

...a combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's

strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society. (Field et al., 1998, p.2)

Self-determination has increasingly become the focus of much literature in the field of special education and encompasses the following skills: self-awareness, decision making, assertiveness, goals setting, problem solving, self-regulation, self-evaluation, and self-reinforcement (Field & Hoffman, 1994; Wehmeyer, 1992). Field et al. (1998) further described the common components of behaviors associated with self-determination. These ten components include: (a) awareness of personal preferences, interests, strengths, and limitations; (b) ability to (i) differentiate between wants and needs, (ii) make choices based on preferences, interests, wants, and needs, (iii) consider multiple options and anticipate consequences for decisions, (iv) initiate and take action when needed, (v) evaluate decisions based on the outcomes of the previous decisions and revise future decisions accordingly, (vi) set and work toward goals, (vii) regulate behavior, (viii) use communication skills such as negotiation, compromise, and persuasion to reach goals, and (ix) assume responsibility for actions and decisions; (c) skills for problem-solving; (d) a striving for independence with others; (e) self-advocacy and self-evaluation skills; (f) independent performance and adjustment skills; (g) persistence; (h) self-confidence; (i) pride; and (j) creativity.

Unfortunately, however, it is common for many persons with disabilities to be denied the opportunity to experience self-determination skills in their youth (Halpern, 1996; Field & Hoffman, 2002) and once these youth leave the school environment they

seem to experience difficulty adjusting (Benz & Halpern, 1987; Schloss, Hughes, & Smith, 1989). There has been increased interest in and concern about the level of self-determination with which students with disabilities leave school. This increased focus on self-determination is particularly evident in the transition-from-school-to-adulthood movement (Mason, Field, & Sawilowsky, 2004; Thoma, 2006; Zhang, Wehmeyer, & Chen, 2005). Students who leave school with a high level of self-determination should experience positive adult outcomes (Wehmeyer & Palmer, 2003; Wehmeyer & Schwartz, 1997) and therefore, a higher quality of life (Lachapelle et al., 2005; Wehmeyer & Schwartz, 1997; Wehmeyer & Schwartz, 1998). There are, however, few researchers who have investigated the correlation between self-determination and positive adult outcomes or between self-determination and quality of life for persons with disabilities. Nevertheless, in recent years there has been an increased body of research that indicates a correlation between self-determination behaviors and improved student outcomes (Field, Sarver, & Shaw, 2003; Martin et al., 2003; Wehmeyer & Palmer, 2003). In particular, one promising step in increasing self-determination skills for students with disabilities is by increasing student involvement in the IEP process (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, Test, 2006; Martin, VanDycke, Christensen, Greene, Gardner, Lovett, 2006; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Powers, Turner, Westwood, Matuszewski, Wilson, Phillips, 2001; Snyder, 2002; Test & Neale, 2004b). As described above, self-determination encompasses a broad range of skills and domains. Student involvement in the IEP process is one intervention that has been suggested as a means of simultaneously teaching self-determination skills (Test et al., 2004a). Through involvement in the IEP process, students can demonstrate the ability to

set goals, practice decision making, and to problem solve (Wehmeyer & Ward, 1995). In addition, teachers have noted students who knew more about and were more involved in the IEP process demonstrated more self-determined behavior (Mason, Field, & Sawilowsky, 2004).

Laws and Policies Supporting Self-Determination Instruction

The importance of increasing self-determination among adolescents with disabilities is evident in recent legislation and policy (Individuals with Disabilities Education Improvement Act, 2004; National Council of Disability, 2004; President's Commission on Excellence in Special Education, 2002; Rehabilitation Act Amendments of 1992 and 1998). In the mid to late 1980s, the U.S. Department of Education and Rehabilitative Services (OSERS) and the U.S. Department of Education's Office of Special Education Programs (OSEP) implemented major initiatives to identify and develop effective self-determination practices and programs. Since this time a number of laws have been passed directly relating to self-determination (Individuals with Disabilities Education Act, 1990 and 1997; Individuals with Disabilities Education Improvement Act, 2004; Rehabilitation Act Amendments of 1992 and 1998). In 1997, The Individuals with Disabilities Act (IDEA) of 1990 (Public Law 105-17) was amended and it strengthened federal regulations in terms of transition planning. Among other changes, the 1997 amendments stated students with disabilities must be invited to participate in Individual Education Program (IEP) meetings starting at age 14.

The 2004 reauthorization of IDEA – the Individuals with Disabilities Education Improvement Act (IDEIA 2004) increased the age to 16 with the option of schools to begin earlier. The law further states that all decisions made must be based on each

student's interests and preferences. It mandates public schools make coordinated efforts to facilitate students' access to such postschool options such as employment, independent living, community participation, and postsecondary education and training. It is critical students with disabilities exit high school prepared to direct postschool activities, align the activities with their individual goals, be able to advocate for their preferences and needs, make informed choices, decide for themselves how they will reach their goals, and assume responsibility for their own actions and subsequent consequences (Carter, Lane, Pierson, & Stang, 2008). In essence, students with disabilities must leave school equipped to lead a self-determined life.

While the participating school district is not required to follow IDEIA mandates, it does have its own policy and a corresponding *Special Education Procedural Guide*, that closely mirror IDEIA. Student participation in the IEP process is mentioned repeatedly throughout the Procedural Guide. The Procedural Guide specifically states:

If students are to become independent, productive adults and assume greater responsibility for their behaviors and accomplishments, they need to acquire the necessary skills for success in adulthood. Students 14 years of age or older should be invited to attend and to participate in their CSC meetings. Student self-advocacy is especially important during IEP development when decisions are made regarding the student's future and transition to postsecondary activities. Involving students in developing their IEPs helps them in understanding their disability, individual strengths and needs, and how specific accommodations can help to enhance their lives. Self-advocacy helps students in understanding their rights under IDEA and other federal laws and regulations that may affect their

lives. If a student does not attend a meeting, the student's file should include documentation indicating the student was invited and chose not to attend. (p. 45)

As stated above, students' active involvement in the IEP process is clearly outlined and encouraged in the *Special Education Procedural Guide*.

Review of Self-Determination Research

Although students with disabilities are for the most part being invited to IEP meetings, their participation is limited and, at best, passive (Lehmann, Bassett, & Sands, 1999; Martin, Marshall & Sale, 2004; Martin, VanDycke, Greene et al., 2006; Powers, Turner, Westwood, Matuszewski, Wilson, & Phillips, 2001). Recent research has shown students with disabilities possess the ability to exhibit self-determination behaviors.

Algozzine, Browder, Karvonen, Test, and Wood (2001) conducted an in depth meta-analysis of a variety of self-determination interventions and found students with a variety of disabilities have the capacity to learn and exhibit self-determined behaviors. In addition, Test et al. (2004a) reviewed 16 studies and found students with a wide range of disabilities have the ability to learn and exhibit self-determined behavior. Test et al.'s literature review revealed several published curricula, approaches, and strategies which promote increased self-determination skills including having students lead their own IEP meetings. As the IEP is the student's educational program for the future, it should reflect the direct involvement of the student. Through a student-led IEP process, students should assume leadership, be actively involved in the decision process, develop a stronger understanding of their own strengths and needs, and become better advocates for themselves both in school and in the community throughout their adolescent and adult lives (Barrie & McDonald, 2002). Research related to specific strategies for teaching

self-determined skills is reviewed in this section as will the research related to teachers', parents', and students' perceptions of self-determination and the benefits associated with self-determined behavior. In addition, descriptive information relative to student involvement in the IEP process will be discussed (e.g., who talks and how much during IEP meetings). Lastly, barriers impeding self-determination instruction will be addressed.

Search Methods

To gather information on self-determination and student participation in the IEP process, an electronic search was performed via the University of Maryland online library Research Port using Education Resource Information Center (ERIC) and Education Research Complete (EBSCO). Keywords used in the search included: "self-determination", "IEP", "IEP meetings", "self-directed", "student involvement", "student participation", "transition", "transition planning", and "disabilities". These keywords were used in multiple combinations. Articles were then narrowed by date. Articles from 1999 to present were analyzed by reading the abstracts for relevance to this literature review. For example, articles pertaining to self-determination interventions designed to increase student IEP participation for secondary students were included as well as articles that discussed IEP team members' perceptions regarding self-determination. In addition, a hand search was conducted by reviewing reference lists of those relevant articles obtained from the initial electronic search. A total of 16 articles were selected for use based on the mentioned criteria.

A summary of the findings for the 16 studies is presented in Appendix A. The following section discusses the findings of each study in greater detail. The first section

will discuss perceptions of parents, teachers, and students on self-determination, followed by observation studies on current IEP practices. The next section will discuss the efficacy of self-determination intervention strategies. Lastly I discuss some of the barriers to implementing self-determination instruction noted by special educators.

Perceptions of Parents, Teachers, and Students on Self-Determination

Successful transition planning requires a collaborative approach, which involves all stakeholders to include special education teachers, general education teachers, parents, and the student. It is therefore imperative to review the perceptions of these key stakeholders on self-determination and on increased student participation in the IEP process as a means of increasing self-determined behavior in adolescents with disabilities. While the literature in this area is somewhat scarce, there have been more than a few survey studies in the last decade that examine this topic.

Agran, Snow, and Swaner (1999) examined the perceptions of special educators on the benefits, characteristics of, and the strategies necessary to promote self-determination skills in students with disabilities. A survey was designed to gain information about the importance of self-determination and strategies that may be used to increase such skills in their students. A sample of 100 special educators was randomly selected from a list of 800 special educators who had recently attended a conference on inclusion. A total of 69 respondents returned the questionnaire, of which 43 served students with a range of disabilities who were middle school, high school, or postsecondary aged. Results indicated strong support for self-determination as a curricular area providing many benefits to students while at school and in their postschool life. Self-determination was rated by 42% as “very important” and “medium

and highest priority” by 35% of the respondents. Numerous values of teaching self-determination were revealed to include: (a) increased self-concept (83%), (b) enhanced self-concept (78%), (c) increased student competence (77%), (d) promoted positive outlook (65%), and (e) increased self-knowledge (58%). Although self-determined behavior was reported to have extensive value and was also deemed an important curricular area by the majority of respondents, 55% of the respondents stated self-determination goals were either not included or only appeared on some of their students’ IEPs. Furthermore, more than half the respondents stated they did not discuss self-determination with their students and 82% of the teachers also reported students were “somewhat” knowledgeable or had “not at all accurate” knowledge of their own strengths and weaknesses.

A similar study was conducted by Grigal, Neubert, Moon, and Graham (2003). They surveyed parents and teachers of high school students aged 16 or older with high- and low-incidence disabilities to determine their views about teaching self-determination, the students’ participation in IEP meetings, and students’ opportunities to make choices in school. Surveys included questions soliciting responses using a 6-point Likert scale. Surveys were mailed to 984 parents/care givers and 698 general and high school special educators randomly selected from two school systems in a mid-Atlantic state. A total of 234 parents/caregivers and 248 educators responded to the survey. Results indicated parents/caregivers agreed students with disabilities should participate in the IEP process as “informed and skilled participants” and these skills should be taught at school. Teachers only slightly agreed they had some knowledge of self-determination and how to teach it. More than one third of the teacher respondents indicated they were not familiar

with the concept of self-determination. Teachers also only slightly agreed, as did parents/caregivers, their students had the opportunity to acquire, learn, and practice self-determined behavior at school.

Argan and Hughes (2008) piloted a tool to obtain preliminary data on student perceptions regarding the nature and extent to which they were involved in their own IEP process, as well as the opportunity to learn and practice self-determination strategies. They used a sample of 17 high school students and 56 junior high students with intellectual and other disabilities across two states. The results indicated only four of the 17 high school students reported they knew what an IEP was and nine had never attended an IEP meeting. Eighty percent said they had not been taught to lead IEP meetings or had even read their IEP, with 67% stating they did not know their goals. Thirteen out of 15 said they had not been taught to evaluate their IEP goals. The results for the junior high students were similar in that 96% reported they were not taught how to conduct their IEP meetings and 61% had not been taught to lead IEP meetings.

Another study conducted by Mason, Field, and Sawilowsky (2004) was designed to obtain information about current instructional practices and attitudes of teachers related to the concept of self-determination and student involvement in IEP meetings. An online survey was conducted over a 6-week period which was posted on the Council for Exceptional Children (CEC) website. In addition, surveys were mailed to a segment of CEC members. There were 523 respondents who spanned all 50 states and all grade levels from preschool to post high school. A total of 48% of the respondents were from middle to post high school grade levels. Approximately 77% of the respondents were special educators, while the remaining respondents included general educators,

administrators, teacher education students, related service professionals, and other staff from higher education with the majority being special educators. The survey contained open ended questions, Likert ranking questions, and “check all that apply” questions designed to determine participants’ perceptions of: (a) the importance of student involvement in the IEP and instruction in self-determination and (b) satisfaction with student involvement in the IEP and current self-determination instruction. It also addressed actual student involvement with the IEP and current instructional self-determination practices. Respondents reported self-determination skills and IEP involvement were considered important. They further reported those students who were involved in the IEP process also knew more about their accommodations (71%), their disability (50%), and were more assertive in asking for their accommodations (59%). However, the majority of respondents (58%) stated students were only “somewhat” involved in their IEP. The type of student involvement most reported was “students attended the IEP meeting, but were not that involved”. Most educators reported they were more dissatisfied than satisfied with student involvement in the IEP and further reported being dissatisfied with their district’s approach to self-determination. Only 28% of respondents reported students received instruction about the IEP prior to the meeting. The majority of educators (70%) reported their current approach to teaching self-determination skills was informal and 50% reported they felt they needed more training in this area, echoing the findings of Grigal et al. (2003).

Wehmeyer, Agran, and Hughes (2000) also conducted a survey pertaining to the value of self-determination and the issues relating to teaching skills that lead to self-determined behaviors. The survey, containing questions about teaching self-

determination, was mailed to 9,762 educators who were members of CEC or TASH (formerly The Association for Persons with Severe Handicaps). The survey was returned by 1,219 special educators teaching students with a wide range of disabilities between the ages of 14 and 21. There were respondents from all 50 states and two US territories. Sixty percent of the respondents reported they were familiar with the concept of self-determination. Teachers rated instruction in self-determination as “moderately important” or “very important” and felt that promoting self-determination would be “very helpful” for postschool outcomes. However, one third of the respondents stated none of their students had goals relating to self-determination on their IEPs. These results are consistent with the findings of Agran, Snow, and Swaner (1999). In addition, one third of the respondents reported not involving their students in the IEP process at all.

Thoma, Nathanson, Baker, and Tamura (2002) completed a similar study in which they investigated whether special educators were learning about their self-determination in their teacher preparation programs, what strategies they had learned, and how effective they felt these strategies were. Forty-three of the 500 special educators selected participated in the study. The participants completed a 46-item multiple choice and Likert-scaled survey developed to solicit their perceptions and skills related to self-determination components. Of these who responded to the survey, 75% reported being familiar with the term self-determination while 25% were unfamiliar with the term. However, 67% reported their training was not adequate to implement self-determination strategies successfully. Thirty-two percent of the participants stated they had learned about self-determination in a graduate course, while 25% and 23% reported learning about the concept through journal articles and workshops respectively. Teachers were

then asked if they had heard of the most widely used and recognized self-determination tools/curricula. Overall, the majority of participants had not heard of any tools with a range of 90.7% to 100% for each tool. They further noted they had not used any of these tools in their undergraduate or graduate programs, but did believe it was important to teach this information at both educational levels. Interestingly, 58.1% reported none of their students had self-determination goals on their IEPs similar to findings reported above (Agran, Snow, & Swaner, 1999; Wehmeyer, Agran, & Hughes, 2000).

IEP Observational Studies

Historically, special education teachers have been primarily responsible for making education decisions for their students with disabilities (Agran, Snow, & Swaner, 1999). However, the passage of the IDEA Amendments of 1997 provided further support for self-determination as it called for increased student involvement in transition planning (Grigal, Neubert, Moon, & Graham, 2003), resulting in more attention on student involvement in the IEP process. Active student involvement in the IEP process is an excellent means of increasing self-determination skills in students with disabilities (Mason, Field, & Sawilowsky, 2004), yet there have been surprisingly few studies in recent years that have researched this topic.

A longitudinal 3-year study was conducted by Martin, Marshall, and Sale (2004). The intent of their study was to examine the perceptions of various IEP members and to further determine if these perceptions changed based on who attended the meetings. Martin et al. surveyed 1,638 IEP participants from 393 junior high, middle, and high school IEP meetings over the course of three school years. Participants were asked to complete a brief survey following attendance at an IEP meeting. Results from

completed surveys indicated students scored lower than any other team member on several key components of the IEP process. They scored lower for knowing the purpose of the meeting, knowing what to do at the meeting, amount of time spent talking at the meeting, feeling comfortable saying what they thought, talking about their strengths and needs, understanding what was said at the meeting, and feeling good in general about the meeting. Students scored second lowest on knowing what to do next and on helping to make educational decisions. In addition, students scored lower than both parents and special educators on talking about their interests. Consistent with the findings of Wehmeyer, Agran, and Hughes (2000), only 70% of the students were included in the IEP meetings. It is important to note when students did attend the IEP meeting several value added benefits occurred which included: increased parental understanding of the purpose of the meeting and about what was said, parents feeling more comfortable saying what they thought, and parents knowing what to do next. General educators also reported similar value added benefits.

Martin, VanDycke, Greene et al. (2006) reported similar findings. They conducted a study in which they observed 109 IEP meetings of middle and high school students aged 12 to 19 to acquire descriptive information about student and adult involvement in transition IEP meetings using a 10-s momentary time sampling technique. The study involved students with a range of disabilities, the majority of whom (78%) had learning disabilities. Observational data were collected at IEP meetings to determine the percentage of time individuals talked and if students exhibited any of the 12 leadership skills (e.g., introduce self, introduce team members, state purpose, review past goals and progress, ask for feedback). Postmeeting surveys were then completed by IEP

participants. The survey contained items addressing prior knowledge, issues regarding transition, participants' behavior during the meetings, and the participants' perceptions of the IEP meeting in general. The findings indicated special educators talked the most, 51% of the intervals, followed by family members (15%), general educators (9%), support staff (6%), and the students only talked for 3% of the intervals. Despite the students' limited talking, 40% of the surveyed special educators reported students participated "a lot". Furthermore it was observed students rarely demonstrated leadership skills. In fact, 94% of the students did not engage in nine of the 12 IEP leadership skills. In addition, more than any other participant, students reported significantly lower knowledge about the IEP process and had low opinions of the meetings. Lastly, less than half of the students talked about their own interests and only one third expressed opinions or discussed their goals. Even though 90% of the students did attend the meeting, it did not equate to active participation.

Self-Determination Interventions

With increased attention to the importance of self-determination for adolescents with disabilities, there have been several studies conducted over the last decade that examined the effectiveness and benefits associated with the use of curricula and strategies eliciting self-determined behaviors in students, especially through the IEP process. In this section, eight studies were reviewed describing the benefits and effectiveness of using such interventions as *Person Centered Planning* (Flannery et al., 2000), *Next S.T.E.P.* (Zhang, 2001), *TAKE CHARGE For the Future* (Powers et al., 2001), *Student-led IEPs* (Mason, McGahee-Kovac, Johnson, & Stillerman, 2002), and four studies on the *ChoiceMaker's Self-Directed IEP Curriculum*TM (Allen, Smith, Test, Flowers, & Wood,

2001; Arndt, Konrad, & Test, 2006; Martin et al., 2002; Snyder, 2002; Martin, VanDycke, Christensen, et al., 2006).

Person Centered Planning. Flannery et al. (2000) trained eight educators on *Person Centered Planning* (PCP) over an 8-10 hour period on a direct strategy for providing support based upon students' strengths and their goals. As defined by O'Briend and Lovett (1992), PCP "refers to a group of approaches to organizing and guiding community change in alliance with people with disabilities and their families and friends". Educators selected one or two high school students for whom they had developed an IEP prior to PCP training, and another IEP was developed after the training. A total of 10 transition-age students with a range of disabilities were involved and their parents also participated. Three different interview instruments were used to gather information on the process, participation, and plans developed in the transition planning process. The *Process Questionnaire* was filled out by parents, teachers, and students. It was completed face-to-face and assessed whether the IEP process included features such as the student being present and if the process focused on each student's interests. The *Satisfaction Questionnaire* had two forms – one for the teachers and one for the parents and students. It gathered information about satisfaction with the IEP meeting and the planning. The third interview instrument was the *Plan Questionnaire* which was filled out only by the educators. It gathered information from the IEP and other action plans used in the transition planning process.

After data were analyzed, posttraining perceptions of the PCP process that differed significantly from pretraining perceptions were reported. Students, parents, and educators reported more student participation in the IEP process, more consideration of

the students' interests, and more productive outcomes at the IEP meeting. Furthermore, after training higher levels of satisfaction with the IEP process were reported by educators and more importantly by parents and students.

Next S.T.E.P. Zhang (2001) investigated the effectiveness of another self-determination intervention – the *Next S.T.E.P.: Student Transition and Educational Planning* curriculum (Halpern et al., 1997). The *Next S.T.E.P.* curriculum was designed to teach students aged 14 to 21 skills necessary for self-directed transition planning. The quasi-experimental study included 71 ninth grade students with learning disabilities from two schools in Louisiana. All students attended general education classes with the exception of a short period of time which was spent in the resource room, where instruction in the *Next S.T.E.P.* curriculum occurred. The dependent variable, the *ARC Self-Determination Scale* (Wehmeyer & Kelchner, 1995), was completed by students and provided a measure of self-determination skills as a pre and posttest. Three teachers (and their students) were assigned to the control group and the other three teachers (and their students) were assigned to the treatment group. Results indicated the *Next S.T.E.P.* curriculum was an effective means for increasing self-determination skills for adolescents with disabilities. Specifically, the treatment group showed significant improvements in the posttest while the performance of the control group remained virtually the same.

TAKE CHARGE For the Future. Another intervention that has received attention is *TAKE CHARGE For the Future* (Powers, Turner, Westwood, Loesch, Brown, & Rowland, 1998). Powers et al. (2001) investigated the effectiveness of this multi-component model, designed to increase student involvement in transition planning. This study included 43 high school students with a range of disabilities. Students were

between the ages of 14 and 17 and attended schools in small, medium, and large communities in New Hampshire, North Carolina, Oregon, and Wisconsin. None of the students actively participated in their IEP meetings prior to the study. The design was group experimental with participants being randomly placed in a treatment or control group (referred to as the waitlist group). Dependent variables included three measures. The first, the *Educational Planning Assessment*, was designed by the authors to evaluate the level of involvement in transition planning and contained 14 Likert-type questions. The second was the *Transition Awareness Survey* (Martin & Marshall, 1993) which was designed to assess the level of student and parent transition awareness. The third dependent measure, *The Family Empowerment Scale* (Koren, DeChillo, & Friesen, 1992), had respondents indicate their level of management on day-to-day situations, services, and advocating for others. The intervention, instruction in *TAKE CHARGE For the Future*, took place over a four-month period. It included bi-weekly coaching sessions for the students; monthly workshops for students, parents, and adult mentors; community-based activities (e.g., visiting a workplace, college, or vocational rehabilitation service, participating in various recreational activities) with students and mentors; telephone calls and home visits to parents for support; and in-service activities for the teachers involved in the transition process. Findings indicated the curriculum enhanced all students' involvement in transition planning activities, transition awareness, empowerment, and engagement in IEP transition planning meetings. Students involved in the waitlist group were only passively involved in their transition meetings. These findings suggested systematic instruction designed to promote student involvement in educational planning meetings is a necessary step toward increasing self-determination

skills and students' active involvement in their IEP process.

Student-led IEPs: A Guide for Student Involvement. Another study that examined the efficacy of a strategy in increasing student participation in the IEP process was conducted by Mason, McGahee-Kovac, Johnson, and Stillerman (2002). Forty-three students with a range of disabilities in grades 9 through 12 from a culturally diverse high school in a mid-Atlantic state participated in interviews. Five of these students were also observed in their IEP meetings. In addition, six special educators and four general educators volunteered to complete the interview portion of this study. Training and resources for the *Student-led IEPs: A Guide for Student Involvement* (McGahee, Mason, Wallace, & Jones, 2001) were provided to the special educators and a curriculum orientation was provided to all staff. Trained teachers then provided assistance to students six weeks prior to their IEP meeting date. Next, selected students were observed in their IEP meeting where observational data were collected on 10 components such as leading the meeting, stating present levels and strengths, discussing accommodations, and plans for transition. Lastly, teachers and students orally completed questionnaires containing open-ended and multiple-choice questions. Several findings emerged from the interviews and observations of IEP meetings. Based on the teacher interviews, special educators felt student-led IEPs were far more student-oriented and based more on the needs of the student. They felt student-led IEPs were beneficial in the development of many self-advocacy and social skills. They also felt the student-led IEP design facilitated more effective communication among all involved IEP committee members. General educators also noted positive outcomes. They stated students who led their own IEP were more responsible, better supported, better informed of their rights, and were

better communicators and self-advocates. They also felt students were more inclined to meet the goals as they were directly involved in creating them. Students who completed the interviews indicated they were better able to explain the IEP process and its importance. They were more aware of their disability, their strengths and weaknesses, and accommodations. They also acknowledged the benefits of leading their own IEP and had ideas as to how they could be even better prepared for their next IEP meeting. Observational results provided further support for this intervention. Four of the five students who were observed were able to actively lead all 10 components, while the remaining student was able to perform nine of the ten components. The interview data as well as observational data indicated the students were able to learn how to develop and lead their own IEP meeting and hence, display high levels of self-determination.

*ChoiceMaker's Self-Directed IEP Curriculum*TM. The *ChoiceMaker's Self-Directed IEP Curriculum*TM (Martin & Marshall, 1995; Martin et al. 1993a, 1993b; Martin et al., 1997) has been empirically studied by several researchers to determine if the multimedia 11 lesson package curriculum is effective in teaching secondary students to lead their own IEP meetings. The first three studies discussed used a multiple baseline design across instructional units (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, Test, 2006; Snyder, 2002), while the fourth used a pre/posttest control and intervention design (Martin, VanDycke, Christensen, et al., 2006).

Allen et al. (2001) chose four high school students aged 15 to 21 with moderate mental retardation who received services in a self-contained class to participate. The students received systematic instruction twice a week for 12 weeks. Three of the four students had never previously attended an IEP meeting. The authors taught students to

participate in their IEP meetings, but not to lead their meetings, which is a modification to the curriculum. Students participated in five mock IEP meetings, one of which occurred prior to instruction and the other four after instruction in each of the four units. Two IEP meetings also were held, with the first occurring prior to the mock IEP, and the second occurring after instruction. Student performance at the IEP meetings was measured using a checklist from the *ChoiceMaker's Self-Directed IEP Curriculum*TM. The mock IEP results showed all students increased from baseline conditions on all four skills including leading IEP meeting, reporting interests, reporting skills and limits, and reporting options and goals. Students were further able to generalize these skills to actual IEP meetings.

Snyder (2002) chose five students aged 14 to 20 with combined behavior disorders and mental retardation who attended a residential school in eastern Pennsylvania. Prior to receiving instruction in the *ChoiceMaker's Self-Directed IEP Curriculum*TM, students participated in a simulated IEP meeting. Another IEP meeting was simulated following instruction. To assess generalization of the IEP skills learned, an actual IEP meeting occurred after the second simulated IEP meeting. The *Self-Directed IEP Behavior Rating Scale (SD-IEPBRS)* (Snyder & Shapiro, 1997) was used to assess the four skills as in Allen et al. (2001). In addition the *Student Intervention Rating Profile (SIRP)*, a modified version of the *Children's Intervention Rating Profile (CIRP)* (Witt & Elliot, 1985), was used to measure students' perceptions of the instruction. Substantial changes in ratings on the SD-IEPBRS occurred after instruction. The overall findings indicated all students made introductions, reviewed past goals, discussed future goals, and closed their meetings. Generalization data indicated similar

levels of participation at actual IEP meetings as in the simulated IEP meetings. Lastly, all participating students rated the *ChoiceMaker's Self-Directed IEP Curriculum*TM as acceptable based on the SIRP.

Arndt, Konrad, and Test (2006) chose five high school students aged 14 to 18 diagnosed with a range of disabilities, all receiving instruction in a self-contained, cross-categorical classroom in an inner city school in the southeast. All students had either never attended an IEP meeting previously or had attended a meeting with minimal or no participation. Baseline data were collected during a regularly scheduled IEP meeting in addition to mock IEP meetings. Students then received instruction in six to ten 45-minute sessions. Generalization data were collected at another actual IEP meeting held after instruction. Similar findings as noted by Allen et al. (2001) and Snyder (2002) occurred in this study. All students increased from baseline across all units in the mock IEP meetings. Similarly, the generalization condition showed all students were able to generalize these skills in their actual IEP meeting held after instruction. Also, based on anecdotal data, students felt they had greater input in the IEP process after having received the instruction in the *ChoiceMaker's Self-Directed IEP Curriculum*TM.

The fourth study examining the effectiveness of the *ChoiceMaker's Self-Directed IEP Curriculum*TM was conducted by Martin, VanDycke, Christensen et al. (2006). They observed 130 IEP/transition meetings of students with a range of disabilities with a total of 764 team members across middle and high schools in five school districts in a southwestern state. In addition to trying to determine the effectiveness of the *ChoiceMaker's Self-Directed IEP Curriculum*TM, they determined the percent of time students talked, started, and led IEP meetings using a 10-s time sample measurement.

The *ChoiceMaker Self-Determination Assessment* was completed prior to each meeting and also at the end of the school year. In addition, a postmeeting survey was used to examine the perceptions of participants pertaining to prior knowledge, transition issues, participants' meeting behavior, and general perceptions of the IEP meeting. Sixty-five students were randomly assigned to the control or treatment group. Students in the treatment group received instruction in the *ChoiceMaker's Self-Directed IEP Curriculum*TM a few weeks prior to the IEP meeting and a review just before their meeting. Twenty-seven students in the treatment group started the meeting, whereas only one student did in the control group. Students in the treatment group were also much more likely to lead IEP meetings and exhibited more leadership skills (initiated approximately one third to one half of the time) than those in the control group. Students who received the intervention talked twice as much as those in the control group. Furthermore, students in the treatment group had a more positive perception of their IEP meetings.

Barriers to Self-Determination Instruction

Several barriers have been noted by educators in terms of providing self-determination instruction. When teaching self-determination skills to students with disabilities, two barriers most frequently cited by special educators are they feel unprepared to teach self-determination skills and they are unsure how to prepare students to be active participants in the IEP process (Agran et al., 1999; Grigal et al., 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000).

Educators agree these skills are important in terms of postschool outcomes (Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al.,

2000); however, a third barrier cited by educators involves the logistical aspects of teaching self-determination skills. Due to recent legislation and policy initiatives, to include IDEA and the No Child Left Behind Act of 2001 (NCLB), students with disabilities now have more access to the general education curriculum and environment. Students must receive instruction in the least restrictive environment, and for many students with disabilities, this involves placement in the general education classroom. The questions of where, when, and how to provide self-determination instruction, therefore remains a concern (Carter, Lane, Pierson, Glaeser, 2006; Carter, Lane, Pierson, & Stang, 2008; Mason et al., 2002; Mason et al., 2004). Several strategies have been suggested which include infusing instruction throughout the school day rather than as a separate instructional program; beginning self-determination instruction in elementary grades so that once students are in high school they are already practicing self-determined behaviors; and providing self-determination instruction to *all* students in the general education setting (Martin, VanDycke, Greene, et al., 2006; Mason et al., 2004; Konrad & Test, 2007; Wehmeyer, Field, Doren, Jones, & Mason, 2004). The general education setting has been identified as a promising context for which self-determination skills can be addressed (Eisenman, 2007; Mason et al., 2004; Test et al., 2004a; Wehmeyer, Field, Doren, Jones, & Mason, 2004).

A fourth barrier to teaching self-determination was teachers felt the lack of authority to provide instruction in this area (Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000). Administrators therefore need to be informed of the importance of teachers providing such instruction to their students and to work to ensure teachers have the latitude to provide this instruction.

In addition, as noted in some of the studies reviewed (Agran et al., 1999; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al. 2000), many students do not have self-determination goals on their IEPs. If such goals are excluded from IEPs there is little accountability for students to achieve these goals (Agran et al., 1999). Furthermore, many students across the studies reviewed had limited knowledge of their own strengths and weaknesses (Greene et al., 2006; Martin et al., 2004; Martin, VanDycke, Greene et al., 2006), an alarming finding especially in light of the 1997 Amendments to IDEA (Public Law 105-17). This lends further support to increasing instruction in self-determination to students with disabilities. The IEP is an important tool by which educators can help students learn and practice self-determination skills (Mason et al., 2004; Test et al., 2004a).

Another finding noted in several studies was that students are not attending their IEP meetings (Martin et al., 2004; Wehmeyer et al., 2000). Students need to not only be invited to attend, but actually attend and be active participants in this process. This is especially true now that empirical evidence exists suggesting students with a range of disabilities in a variety of settings can be taught the skills necessary to be active participants in their IEP meetings (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, & Test, 2006; Flannery et al., 2000; Martin et al., 2002; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Snyder, 2002; Zhang, 2001).

Clearly, presence at IEP meetings does not equate to active participation. Educators and other team members need to expect this involvement and provide opportunities for the student to participate throughout the IEP process (Martin,

VanDycke, Greene et al., 2006). Students' interests must drive the transition and IEP process and thus their voices must be heard throughout.

Summary and Synthesis of the Research

All 16 studies contained a specifically stated purpose. The purpose of six studies was to determine the perceptions of various team members regarding various issues related to self-determination to include strategies, benefits, barriers, and characteristics associated with self-determination (Argan, & Hughes, 2008; Argan, Snow, & Swaner, 1999; Grigal, Neubert, Moon, & Graham, 2003; Mason, Field, & Saeilowsky, 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer, Argan, & Hughes, 2000). The purpose of eight studies was to determine the effects of a specific curriculum on student involvement and participation in the IEP process (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, & Test, 2006; Flannery et al., 2000; Martin, VanDycke, Christensen, Greene, Gardner, & Lovett, 2006; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Powers, Turner, Westwood, Matuszewski, Wilson, & Phillips, 2001; Snyder, 2002; Zang, 2001). The final two studies provided descriptive information about student and adult involvement in IEP meetings (Martin, Marshall, & Sale, 2004; Martin, VanDycke, Greene, et al., 2006).

All 16 studies included descriptions of participants and settings. Of the eight studies evaluating interventions, all took place in the secondary setting (middle and high school). Students' disabilities categories ranged from mild to severe, however the majority involved students with mild to moderate high incidence disabilities (e.g., learning disabilities, behavior/emotional disabilities). Of the six articles focusing on perceptions, four specifically dealt with special educators' perceptions, one focused

solely on students' perceptions, and one focused on team members' perceptions. The majority were also conducted in the secondary setting. The descriptive IEP observational study was conducted in the secondary setting, both middle and high school transition meetings, with the majority involving students with a high incidence disability.

A variety of designs were used in the studies reviewed. Eight qualitative studies were reviewed – seven involving surveys or questionnaires (Argan, & Hughes, 2008; Argan, Snow, & Swaner, 1999; Grigal, Neubert, Moon, & Graham, 2003; Martin, Marshall, & Sale, 2004; Mason, Field, & Saeilowsky, 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer, Argan, & Hughes, 2000), and one descriptive study (Martin, VanDycke, Greene et al., 2006). Seven studies utilized quantitative measures to evaluate the effectiveness of a variety of self-determination interventions, including three studies that utilized single subject designs, specifically multiple baseline designs (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, Test, 2006; Snyder, 2002). The other four quantitative studies included pre/posttest (Martin et al., 2006), pre-experimental design (Flannery et al., 2000), group experimental design (Powers et al., 2001), and quasi-experimental design (Zang, 2001). The final study reviewed used a combination of both qualitative and quantitative approaches (Mason, McGahee-Kovac, Johnson, & Stillerman, 2002).

Results for the 16 studies can be summarized in that students have clearly demonstrated the ability to actively participate in their IEP meetings, as documented above. Several studies involving control groups have, however, demonstrated these skills need to be systematically taught (Martin, VanDycke, Christensen et al., 2006; Powers, Turner, Matuszewski, Wilson, & Phillips 2001; Zhang, 2001) and when they are not,

students with disabilities are simply passively involved in their educational process (Weidenthal & Kochhar-Bryant, 2007). Educators need to incorporate goals and objectives on each student's IEP and provide instruction on self-determination to all students as part of the curriculum. Unfortunately, several barriers have been noted by educators in terms of providing self-determination instruction.

When teaching self-determination skills to students with disabilities, two barriers most frequently cited in the studies were educators felt unprepared to teach self-determination skills and they were unsure how to prepare students to be active participants in the IEP process (Agran et al., 1999; Grigal et al., 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000). Educators agree these skills are important in terms of postschool outcomes (Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000). In addition, as noted in three studies reviewed (Agran et al., 1999; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al. 2000), many students do not have self-determination goals on their IEPs. If such goals are excluded from IEPs, there is little accountability for students to achieve these goals (Agran et al., 1999). Furthermore, many students across the studies reviewed had limited knowledge of their own strengths and weaknesses (Greene et al., 2006; Martin et al., 2004; Martin, VanDycke et al., 2006).

All self-determination interventions reviewed yielded positive results for all participants; however, the *ChoiceMaker's Self-Directed IEP Curriculum*TM has been the most thoroughly investigated and now meets the requirements to be considered an evidenced-based practice, as defined by the quality indicators described by Horner et al. (2005).

While the findings of these studies contribute to a growing body of literature on the importance of actively involving students with disabilities in their educational programs, there were overall limitations that need to be mentioned. Of the studies evaluating particular curricula (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, & Test, 2006; Flannery et al., 2000; Martin et al., 2002; Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Snyder, 2002; Zhang, 2001), there was no discussion of fidelity of treatment measures across studies making it difficult to say with confidence the changes in student behavior were due to a particular curriculum and impossible to compare the effects of the various curricula across the studies. Furthermore, the instructional methods (e.g., prompting, reinforcement) and delivery method (e.g., 1:1 instruction, small group) were used in conjunction with the various self-determination curricula. The effects of the direct instruction procedures cannot be separated from the effects of student involvement in these studies. Finally, generalization data were not presented for any of the eight studies, so it is difficult to determine if these curricula will have a long term effect on students' everyday lives in a multitude of settings to include their communities and homes.

While in recent years the topic of self-determination has received attention, there is a continuing need for future research. For example, the correlation between self-determination and increased performance in other domains such as academic, vocational, social, and behavioral is an avenue that needs to be investigated. In addition, there is scope for additional research into how certain variables such as age, disability, gender, setting, etc. affect the acquisition of self-determination skills. Furthermore, due to the relatively small number of participants in many of the studies reviewed, the extent to

which the results can be generalized with any confidence is limited. Systematic replications of current interventions found to be effective would contribute to the growing body of literature supporting the efficacy of these self-determination interventions and evidence based practices. Future research on the impact of self-determination instructional programs on transition planning and the postschool outcomes of students with disabilities is warranted.

Conclusion

All the self-determination interventions reviewed yielded positive results for all participants; however, The *ChoiceMaker's Self-Directed IEP Curriculum*TM has been thoroughly investigated and now meets the requirements to be considered an evidenced-based practice (National Secondary Transition Technical Assistance Center, 2009), as defined by the quality indicators described by Horner et al. (2005). Combined results from the four studies investigating the efficacy of the *ChoiceMaker's Self-Directed IEP Curriculum*TM indicated a functional relationship between the *ChoiceMaker's Self-Directed IEP Curriculum*TM and an increase in student participation in IEP meetings (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, Test, 2006; Martin, VanDycke, Christensen, et al., 2006; Snyder, 2002). It further supports the efficacy of teaching self-determination skills as part of the IEP meeting process, as the findings support the belief that students with disabilities can learn the necessary skills needed to manage and lead their IEP meetings. Therefore, this curriculum should be considered an excellent means of teaching students self-determination skills through the IEP process.

Students have clearly demonstrated the ability to actively participate in their IEP process, as documented above. Several studies have demonstrated that these skills need

to be systematically taught (Martin, VanDyke, Christensen et al., 2006; Powers, Turner, Matuszewski, Wilson, & Phillips 2001; Zhang, 2001) and when they are not, students with disabilities are simply passively involved in their educational process (Weidenthal & Kochhar-Bryant, 2007).

Therefore, the purpose of my research was to address the fact that teachers feel unprepared to teach self-determination skills to students with high incidence disabilities and to address the need for students to receive self-determination instruction.

Specifically, the aim of my study was to instruct secondary special education teachers of students with high incidence disabilities how to provide self-determination instruction to their students utilizing the training package developed by the researcher which included the *ChoiceMaker's Self-Directed IEP Curriculum*TM self-determination curriculum. In addition, as a measure of social validity, I documented the effects of the teacher instructional package by using a questionnaire filled out by all members of the IEP team for a selection of students who received the *ChoiceMaker's Self-Directed IEP Curriculum*TM instruction to determine if the students displayed specific self-determined behaviors in actual IEP meetings.

CHAPTER III

Method

Student involvement in the IEP process has been a successful method in increasing self-determination skills. There have been numerous studies conducted on the efficacy of various self-determination interventions aimed at increasing student involvement in their IEP development (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, Test, 2006; Flannery et al., 2000; Martin et al., 2002 ;Mason, McGahee-Kovac, Johnson, & Stillerman, 2002; Powers et al., 2001; Snyder, 2002; Zhang, 2001). Several studies have, however, demonstrated these skills need to be systematically taught (Martin, VanDyke, Christensen et al., 2006; Powers, Turner, Matuszewski, Wilson, & Phillips, 2001; Zhang, 2001) and when they are not, students with disabilities are simply passively involved in their educational process (Weidenthal & Kochhar-Bryant, 2007). In the participating school district, there was a lack of self-determination instruction for students with high incidence disabilities. The purpose of this research, therefore, was to prepare secondary special education teachers of students with high incidence disabilities to teach their students self-determination skills via the IEP process using a systematic training package.

Research Questions

The following two questions were posed to determine the effects of the intervention on the ability of secondary special education teachers to teach self-determination to their students with high incidence disabilities.

1. What are the effects of a systematic training package on secondary special education teachers to teach self-determination skills to students with high incidence disabilities?

2. How do IEP committee members rate the involvement of students with high incidence disabilities in their IEP meeting posttraining?

Method

Participants

Three high school special education teachers of students with high incidence disabilities were selected for primary participation in this investigation. Selection was based on multiple criteria including (a) teaching experience (i.e., having at least 5 years of teaching experience in special education), (b) having a special education teaching certificate, (c) completion of a master's degree, and (d) willingness to participate in the study. Demographic information regarding the three teachers is included in Table 1. The selected teachers were informed via oral and written means about the purpose of the study, their role in the study, and their expected commitment as participants in this study. A copy of the teacher permission form is found in Appendix B.

Table 1

Demographic Information on Special Education Teacher Participants

Demographics	Teacher 1	Teacher 2	Teacher 3
Grade Level	6 - 12	9 - 12	9 - 12
Gender	Female	Male	Female
Race	White	Hispanic	White
Years of Teaching	11	15	9

Years of Teaching Special Education	11	4	4
Year Completed Master's Degree(s)	2002; 2005	1999	2002
Data Collection Setting	Learning Strategies	Learning Strategies	Learning Strategies

Setting

Data were collected in three different self-contained special education classrooms. The study was conducted in a school system that serves a large number of children with parents serving in the military. It was carried out in a high school serving students comprised of ninth through twelfth grades and having a population of 652 students. Data collection occurred during a regularly scheduled Learning Strategies class. The Learning Strategies class was chosen because the core content most closely related to the purpose of this research. The course introduced students to concepts necessary for them to function independently in and outside of school. The content included, but was not limited to, the following concepts: time management, decision-making strategies, following directions, time-on-task behaviors, use of visual aids, organization of work site, organization of information, textbook usage strategies, note taking, test-taking strategies, dictionary reference skills, and researching and locating information. Self-determination skills logically aligned with the course content; therefore, the Learning Strategies class was the most beneficial as well as least obtrusive setting in which to conduct the research. Specific classroom demographic information is included in Table 2.

Table 2

Demographic Information on Learning Strategies Classrooms

Students Enrolled	Classroom 1 N = 10	Classroom 2 N = 7	Classroom 3 N = 6
Ninth Grade	4	5	0
Tenth Grade	3	2	3
Eleventh Grade	1	0	1
Twelfth Grade	2	0	2
Males	3	4	4
Females	7	3	2

Procedures

Experimental design. A multiple probe single subject design across three teachers (Alberto & Troutman, 2008) was used to evaluate the effectiveness of the systematic training package including the *ChoiceMaker's Self-Directed IEP Curriculum*TM (Martin & Marshall, 1995; Martin et al. 1993a, 1993b; Martin et al., 1997) on secondary special education teachers to teach self-determination skills to students with high incidence disabilities. The multiple probe design is a variation of the multiple baseline design with the exception of a decrease in the collection of data across multiple baselines. Baseline data probes were collected across the three participants at the start of the study to ensure no significant changes occurred prior to conducting a true baseline (a minimum of three observations and recordings) and before introducing the intervention. The design avoids problems such as extinction, reactivity, fatigue on the part of the

participant and/or observer or if there is a strong a priori assumption of stability in baseline (Richards, Taylor, Ramasamy, & Richards, 1999).

Dependent variable. The dependent variable was the percent of self-determination instructional procedures delineated on the *Self-Determination Observation Checklists* (found in Appendices C through J) each teacher displayed when presenting instructional content, materials, and media from the *ChoiceMaker's Self-Directed IEP Curriculum*TM. The author designed eight checklists consisting of 11 to 20 instructional procedures depending on the content in each lesson. The percent of procedures presented by each teacher per lesson was obtained by dividing the number of procedures presented by the total number of possible procedures times 100. Data were collected during each Learning Strategies class for approximately 35-65 minutes in length for two to three days per week. Data collection began approximately 10 minutes after class ensuring all students and the classroom teacher were prepared to begin the lesson. As the school ran on a block schedule, one week the Learning Strategies class met twice a week, while the following week the class met three times. The researcher was the primary person collecting data in each session. The researcher sat at the back of each classroom to collect data as unobtrusively as possible. Both baseline and intervention data were collected after all logistical classroom items were dispensed with including homework collection, attendance, and announcements. The teacher began each lesson by stating, "We are now going to begin today's lesson." This statement served as a cue for the data collector to begin observing and collecting data using the *Self-Determination Observation Checklists*.

Independent variable. The researcher adapted the *ChoiceMaker's Self-Directed IEP Curriculum*TM (Martin & Marshall, 1995; Martin et al. 1993a, 1993b; Martin et al. 1997) for it meets the requirements to be considered an evidenced-based practice, as defined by the quality indicators described by Horner et al. (2005). The curriculum was adapted by combining certain lessons and taking out certain sections that were redundant once lessons were combined, however, the *ChoiceMaker's Self-Directed IEP Curriculum*TM fundamentally was unchanged from the original package materials. The *ChoiceMaker's Self-Directed IEP Curriculum*TM was designed to teach students with disabilities the self-determination skills consisting of four transition areas: (a) education, (b) employment, (c) personal, and (d) daily living, housing, and community participation. For this investigation, the researcher extracted the component of the *ChoiceMaker's Self-Directed IEP Curriculum*TM on teaching students how to actively participate and manage their IEP meetings. This part of the *ChoiceMaker's Self-Directed IEP Curriculum*TM was comprised of 11 sequential lessons recommended to be taught in six to ten sessions. For the purpose of this study, the 11 lessons (presented in Appendices C through J) were taught over seven sessions, including the maintenance lesson. Each session ranged from 35 to 65 minutes.

Before the study began, a 45-minute training DVD was written and produced by the author that systematically explained the implementation procedures of the curriculum. Refer to Appendix K for a script of the narration of the training DVD. Contents of the DVD consisted of (a) an overview of the curriculum, (b) an introduction to the curriculum materials, and (c) an explanation of the content covered in the 11 lessons which included embedded video segments and PDF documents interspersed throughout

the DVD. The embedded video segments showed the researcher and another special educator using the curriculum in mock classroom situations presenting parts of various lessons. The placement of the video segments were numbered and labeled VIDEO 1 through 7 in the script. For example, VIDEO 1 showed a teacher beginning a lesson and VIDEO 2 showed the teacher handing out workbooks, IEPs, and reviewing a previous lesson. In addition, there were four PDF documents incorporated into the DVD presentation. The PDF documents were pages taken from the Student Workbook and Teacher's Manual and used to clarify hard copy instructional information. These were also numbered and labeled PDF 1 through 4 in the script.

Prior to the start of the study, the training DVD was independently viewed for comprehension, content coverage, technical production value, and overall style by three teachers who were not involved in the study. The intention was not to validate *ChoiceMaker's Self-Directed IEP Curriculum*TM as was already considered evidenced based. Two of the educators who viewed the training DVD had special education background and the third was a general education teacher. Verbal feedback was given to the researcher, comments discussed, and changes incorporated into revisions of the script and retakes on the DVD.

Immediately after baseline data were completed and prior to collecting intervention data in the Learning Strategies class, systematic training on the use of the *ChoiceMaker's Self-Directed IEP Curriculum*TM occurred individually with each special education teacher in one session lasting approximately 60 minutes. It was conducted by the researcher and done after school. Specifically, each training session began by showing the DVD which introduced the *ChoiceMaker's Self-Directed IEP Curriculum*TM

to include a brief five minute synthesis of research supporting the effectiveness of the commercially available program. Next on the DVD, the participant was introduced to the training materials which included the Teacher's Manual, the Student Workbook, and copies of students' IEPs. Each teacher was shown copies of IEPs because students are provided copies of their IEP to refer to when teachers are instructing the 11 lessons. The third area covered on the DVD was the order in which the 11 lessons were combined, the content of each lesson, and how to teach each lesson. Each teacher was told the first instructional session (presented in Appendix C) combined Lessons 1 and 2. Lesson 1 covered how to teach the student to begin the IEP meeting by stating the purpose of the meeting and Lesson 2 covered how to introduce all participants at the IEP meeting. The second instructional session (presented in Appendix D) combined Lessons 3 and 4. Lesson 3 discussed reviewing the student's past IEP goals and performance on those goals while Lesson 4 covered how to ask for others' feedback on progress towards IEP goals and objectives. The third instructional session (presented in Appendix E) combined Lessons 5 and 6. Lesson 5 dealt with how to state academic and transition goals and Lesson 6 covered how to ask questions when there is a lack of understanding as to what an IEP committee member is discussing. The fourth instructional session (presented in Appendix F) included Lesson 7 which covered dealing with differences of opinion at the IEP meeting. The fifth instructional session (presented in Appendix G) included Lesson 8 which covered how to state the supports and accommodations needed to meet IEP goals. The sixth instructional session (presented in Appendix H) combined Lessons 9 and 10. Lesson 9 covered how to summarize future goals and Lesson 10 discussed how to close the IEP meeting. Lesson 11 (presented in Appendices I and J) was used to

collect maintenance probes and reviewed how to work on IEP goals all year by using a goal chart. It also involved having the students use a script of what was learned in the previous 10 lessons and to role-play leading a mock IEP meeting.

The similar steps involved in teaching each of the seven lessons were systematically presented to each teacher during training, although the instructional content differed. The following format was presented for each lesson. Each lesson began once the teacher said, “We are now going to begin today’s lesson”. The teacher next handed out the student workbooks and handed each student his or her own IEP. This was followed by a review of the previous lesson and vocabulary. Next the teacher previewed the current lesson and wrote which step the lesson was covering on the board (or overhead). The new vocabulary (when applicable) was introduced and students were asked to write the new vocabulary words in their workbooks. This was generally followed by students viewing a *ChoiceMaker*TM video on the content of the specific lesson followed by a teacher and student discussion of the video topic. A follow-up workbook activity was then presented. Each lesson ended with an evaluation, generally requiring students to respond orally to a discussion question presented by the teacher. The lesson wrapped up by discussing how the specific content discussed in the lesson might generalize to other situations. For example, during Lesson 3, dealing with reviewing past goals and performances, the wrap up activity involved asking students to state goals they have in other areas of their lives and the actions they take to meet those goals. In Lesson 5, dealing with stating school and transition goals, the wrap up activity involved the teacher describing a time when he or she started a project without considering one’s own interests, skills, and limits and then discussing the subsequent

problems that occurred. After showing the DVD to each teacher during training, a 15-20 minute question and answer period was conducted. The organization of training (viewing the DVD, lesson format presentation, question and answer period) was adhered to so as to ensure all teachers received the same systematic training package, although individually.

During the first week of baseline recordings, Teacher 1 was observed and data collected for four sessions (one baseline probe and three true baseline sessions) while Teacher 2 and Teacher 3 were observed for one baseline probe. The one hour training session for Teacher 1 occurred once baseline data were stable. Following the one hour training session, the researcher observed and collected data using the *Self-Determination Observation Checklist* (refer to Appendix C) during Teacher 1's next Learning Strategies class, to determine the effectiveness of training on the presentation of instructional procedures for Lessons 1 and 2. Once a 50 percentage point increase for Teacher 1 occurred from baseline to intervention on the *Self-Determination Observation Checklist*, a baseline probe and a true baseline (i.e., a minimum of three additional baseline sessions) were conducted for Teacher 2, while Teacher 3 was observed for one baseline probe. When Teacher 2 had a stable baseline, the one hour training was implemented. Intervention data collection then occurred and continued with Teacher 2. When a 50 percentage point increase in self-determination instructional procedures was established for Teacher 2, a baseline probe and true baseline data were collected for Teacher 3 while intervention data collection continued for Teachers 1 and 2. When Teacher 3's baseline data were stable, the one hour training was implemented for Teacher 3. Intervention data collection occurred with Teacher 3.

Once all three teachers taught the 10 lessons (over six instructional sessions), maintenance probes were conducted using Lesson 11 (refer to Appendix I) and involved having the students engage in Lesson 11 for the first probe and then repeating parts of Lesson 11 (i.e., content selected by the researcher ahead of time) for subsequent maintenance probes (refer to Appendix J). Namely, teachers repeated seven of the nine steps included in Lesson 11 to include reviewing the vocabulary, reviewing the goal chart and staffing script, and engaging in a role playing activity.

Interobserver reliability measures. On sessions in which interobserver reliability was collected, a second data collector was present in the room to collect interobserver reliability data independently from data collector 1, the researcher. The second observer was also seated in the rear of the classroom, but at the opposite side of the classroom as the data collector 1. Interobserver reliability was calculated using a point-by-point method by dividing the number of agreements (occurrences and nonoccurrences) by the number of agreements and disagreements and then multiplying by 100. The second data collector was a school psychologist doctoral candidate from a large university who was a secondary school counselor in the school system. Prior to the start of the study, mock instructional sessions in which a teacher taught several of the targeted lessons were videotaped. Both data collectors were trained together until agreement using the *Self-Determination Observation Checklists* consistently reached 85% or more for three consecutive trials. Refer to Appendices C through J for the *Self-Determination Observation Checklists* data collection forms.

Procedural reliability. To ensure systematic training was consistent across all three participants, procedural reliability measures were taken immediately after each of

the three training sessions. Each participant was asked to fill out a checklist containing 17 content items presumed to be presented during each training session. The Procedural Reliability Training Checklist is found in Appendix L. The formula used to calculate the procedural reliability was the number of items checked as completed by each participant divided by 17 and then multiplied by 100.

Social validation procedures. The *ChoiceMaker Self-Determination Assessment*TM was used to obtain social validity to determine the effects of each teacher's self-determination training on the students in actual IEP meetings. The assessment contained 11 Likert-scale statements which asked IEP members to indicate if the student displayed specific self-determined behavior (e.g., introducing the participants, summarizing decisions). Responses were scored on a scale from 'not at all' (0) to '100% of the time' (4). The social validation assessment (refer to Appendix M) was completed by all members of an IEP committee for four 9th graders (two males, two females) with learning disabilities who received the *ChoiceMaker's Self-Directed IEP Curriculum*TM instruction by one of the trained special education teachers. When unable to be present at an IEP meeting, the researcher provided the Case Study Chairperson (CSC) chairperson with copies of the social validation assessment prior to the IEP meeting and then the CSC chairperson asked each committee member to complete the assessment immediately after the close of the meeting. The formula used to calculate social validity was the total number of points obtained on the assessment divided by the total possible points (44). Scores above 33 indicated agreement that the *ChoiceMaker's Self-Directed IEP Curriculum*TM was socially valid.

IRB and confidentiality. The investigation was approved before the research began by the University of Maryland Internal Review Board and the participating school system's Research and Evaluation Committee. For the three special education teachers receiving training, consent was obtained using the form in Appendix B. Prior to the four IEP meetings, an assent form (found in Appendix N) was given to each student, procedures explained, and a signature obtained. Prior to each IEP meeting, permission was also obtained from a parent of each student participating in the IEP meetings using the form found in Appendix O. For other participants in the IEP meeting, a consent form (refer to Appendix P) was given requesting their permission to participate in this portion of the study.

Chapter IV

Results

Interobserver Reliability

Interobserver reliability checks were recorded across the baseline, intervention, and maintenance conditions for each participant. Interobserver reliability was calculated using a point-by-point method by dividing the number of agreements (occurrences and nonoccurrences) by the number of agreements and disagreements and then multiplying by 100. Interobserver reliability was 100% for Teacher 1 across baseline, intervention, and maintenance conditions. Reliability data were collected for 50% of the baseline probes, 33% of the intervention probes, and 33% of the maintenance probes for Teacher 1. Interobserver reliability data were collected on 38.5% of all sessions for Teacher 1 across the three conditions.

Interobserver reliability was also 100% for Teacher 2 across all three experimental conditions. Reliability data were collected for 40% of the baseline probes, 33% of the intervention probes, and 50% of the maintenance probes for Teacher 2. Interobserver reliability data were collected on 41% of all sessions across the three conditions for Teacher 2.

Interobserver reliability was 97.5% ranging from 95% to 100% during the baseline condition for Teacher 3 and 100% during intervention and maintenance conditions. The mean interobserver reliability for Teacher 3 was 99.2%. Reliability data were collected for 33% of the sessions during the baseline condition, 33% of the sessions during the intervention condition, and 50% of the sessions during the maintenance

probes. Interobserver reliability data were collected on 35.7% of all sessions across the three conditions for Teacher 3.

The overall mean interobserver reliability across the three teachers and three conditions was 99.83%, ranging from 95% to 100%. Table 3 displays the interobserver reliability for the baseline conditions, Table 4 displays the interobserver reliability for the intervention conditions, and Table 5 displays the interobserver reliability for the maintenance conditions.

Table 3

Interobserver Reliability for Baseline Conditions

Teacher	Mean	Range	% of Baseline Sessions Observed
1	100%	None	50% (2/4)
2	100%	None	40% (2/5)
3	97.5%	95% - 100%	33% (2/6)
	Mean Across All Teachers	Range Across All Teachers	% of Sessions Observed Across All Teachers
All Teachers	99.17%	95% - 100%	40% (6/15)

Table 4

Interobserver Reliability for Intervention Conditions

Teacher	Mean	Range	% of Intervention Sessions Observed
1	100%	None	100% (3/3)
2	100%	None	33% (2/6)
3	100%	None	33% (2/6)
	Mean Across All Teachers	Range Across All Teachers	% of Sessions Observed Across All Teachers
All Teachers	100%	None	43% (7/15)

Table 5

Interobserver Reliability for Maintenance Conditions

Teacher	Mean	Range	% of Maintenance Sessions Observed
1	100%	None	33% (1/3)
2	100%	None	50% (1/2)
3	100%	None	100% (1/1)
	Mean Across All Teachers	Range Across All Teachers	% of Sessions Observed Across All Teachers
All Teachers	100%	None	50% (3/6)

Procedural Reliability

To ensure systematic training was consistent across all three teachers, procedural reliability measures were taken. Immediately after each training session, the participants filled out the Procedural Reliability Training Checklist (refer to Appendix L). Procedural reliability was 100% for each teacher. All three teachers received the training the week prior to implementing the intervention in their classrooms.

Research Question 1

The effects of a systematic training package on secondary special education teachers to teach self-determination skills to students with high incidence disabilities is shown in Figure 1. For Teacher 1, baseline data were collected during four sessions (one baseline probe followed by three true baseline sessions). Baseline data for Teacher 1 were stable with a mean of 3.75% of self-determination instructional procedures displayed ranging from 0 to 5%. The mean percent of procedures observed during the six sessions of intervention for Teacher 1 was 97.5% ranging from 90 to 100%. The mean increase of percentage points displayed over baseline conditions was 93.75%. Maintenance probes were taken at two weeks, four weeks, and six weeks postintervention. The maintenance probes involved having the students engage in Lesson 11 for the initial probe and then repeating parts of Lesson 11 for subsequent maintenance probes. Maintenance data resulted in 100% of self-determination instructional procedures displayed by Teacher 1 on all three probes.

Baseline data were collected for five sessions for Teacher 2 (two baseline probes followed by three true baseline sessions). The mean percent of self-determination instructional procedures displayed by Teacher 2 during baseline conditions was 1%

ranging from 0 to 5%. The mean percent of procedures displayed during the six intervention sessions for Teacher 2 was 97.5%, ranging from 90 to 100%. The mean increase of percentage points displayed compared to baseline conditions was 96.5%. Maintenance probes were taken at two weeks and four weeks and Teacher 2 displayed 100% of the self-determination instructional procedures for both probes.

Baseline data were collected for Teacher 3 for 6 sessions (three baseline probes followed by three true baseline sessions). The mean percent of self-determination instructional procedures across baseline conditions for Teacher 3 was 2.5% ranging from 0 to 5%. The mean percent of procedures displayed during the six intervention sessions for Teacher 3 was 95.6% ranging from 87.5 to 100%. The mean increase of percentage points displayed compared to baseline was 93.1%. Maintenance probes were taken at two weeks and four weeks and Teacher 3 displayed 100% of the self-determination instructional procedures for both probes.

The overall baseline mean across all three teachers was 2.42%; the overall intervention mean across all three teachers was 96.87% (97.5%, 97.5%, and 95.6% respectively). The overall mean increase in percentage points displayed during intervention compared to baseline conditions was 94.45%. Maintenance data were 100% for all probes across all three teachers.

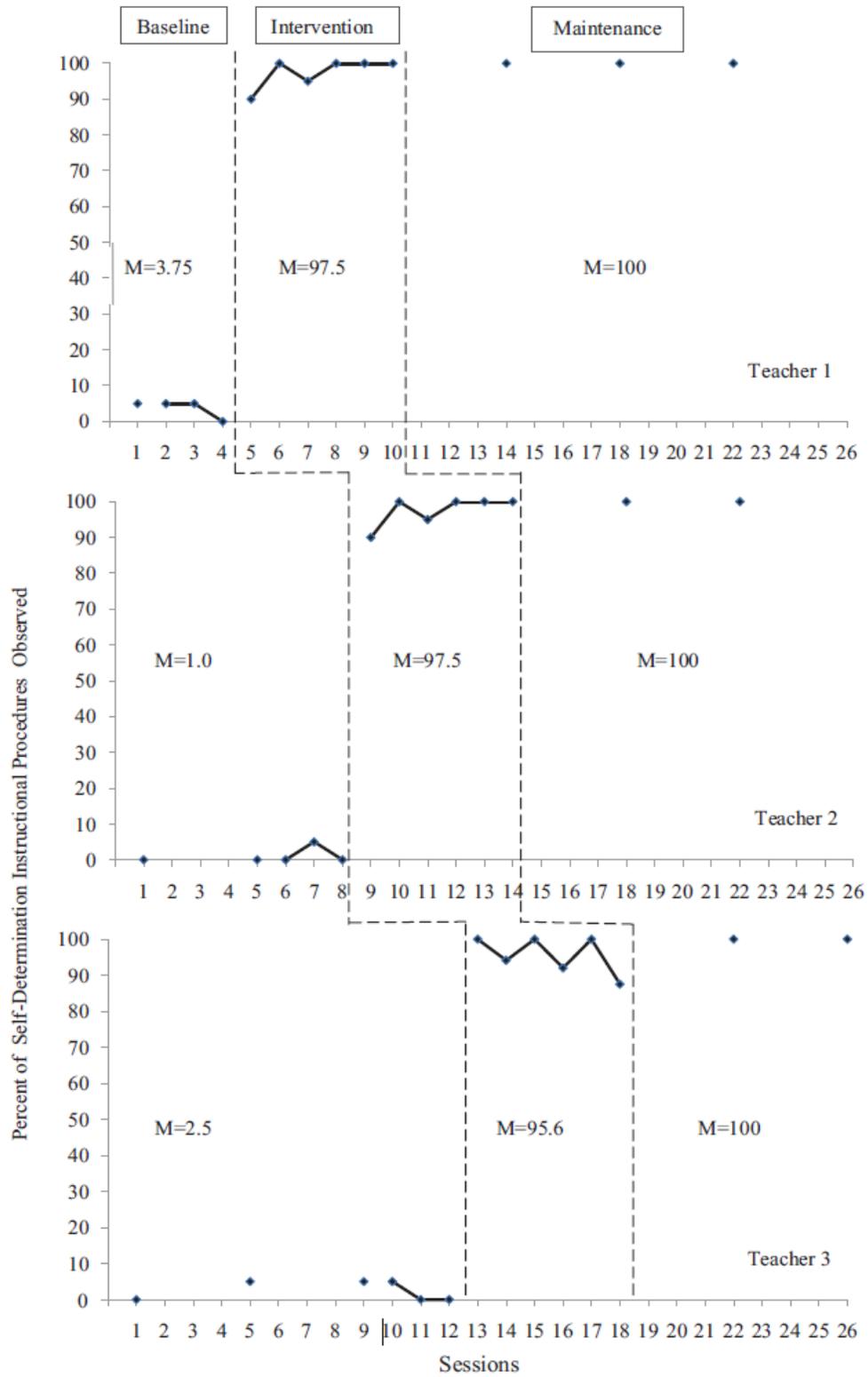


Figure 1. Effects of a Systematic Training Package on Secondary Special Education Teachers to Teach Self-Determination Skills to Students with High Incidence Disabilities

Research Question 2

To obtain social validity, the *ChoiceMaker Self-Determination Assessment*TM was used. The assessment contained 11 Likert-scale statements and IEP members were asked to determine if the student displayed specific self-determined behavior (e.g., introducing the participants, summarizing decisions) in actual IEP meetings. Responses were scored on a scale from 'not at all' (0) to '100% of the time' (4). The formula used to calculate social validity was the total number of points obtained on the assessment divided by the total possible points (44). Scores above 33 indicated agreement that the *ChoiceMaker's Self-Directed IEP Curriculum*TM was socially valid. The social validation assessment (refer to Appendix M) was completed by all members of each IEP meeting for four students who received the *ChoiceMaker's Self-Directed IEP Curriculum*TM instruction by the participating special education teachers. Student 1 was taught by Teacher 1, Student 2 was taught by Teacher 3, Students 3 and 4 were taught by Teacher 2.

The mean score of self-determined behaviors across six IEP members for Student 1 was 40.5 ranging from 38 to 44. The mean score across four IEP members for Student 2 was 41.5 with a range of 37 to 44. The mean score across six IEP members of self-determined behaviors for Student 3 was 40 with scores ranging from 38 to 44. The mean score across three IEP members for Student 4 was 38.67 with scores ranging from 34 to 44. The overall mean across the four students and 19 IEP members was 40.26, ranging from 34 to 44. The mode, the total score repeated most often for the assessment items, was a perfect 44. Table 6 presents the item by item mean scores (lowest possible score was 0; highest possible score was 4) across all IEP members for the four students in the

social validation assessment. Table 7 presents the score and overall mean of each IEP member for each student. Member 1 was always the student.

Table 6

Mean Score of Each Item on ChoiceMaker Self-Determination Assessment™ Across IEP Members for the Four Students (Possible Range: 0 – 4)

	Student 1	Student 2	Student 3	Student 4
Number of IEP Members Responding	6	4	6	3
Begin meeting by stating the purpose	3.83	4	4	4
Introduce participants	3.67	4	4	4
Review past goals	3.67	3.75	3.67	4
Ask for feedback	3.33	4	3.33	4
Ask questions if you don't understand	3.67	4	3	3.33
Deal with differences of opinions	3.83	3.75	4	3.33
State the needed support	3.83	3.75	3.5	3.33
Close the meeting by summarizing decisions	3	3.75	3.83	3.33
Express interests	3.83	3.5	3.33	3.33
Express skills and limits	4	3.5	4	3
Express options and goals	4	3.5	3.33	3

Table 7

Scores and Overall Mean of IEP Members on the ChoiceMaker Self-

Determination Assessment™ Across the Four Students (Possible Range: 0-44)

	<i>Member 1(student)</i>	<i>Member 2</i>	<i>Member 3</i>	<i>Member 4</i>	<i>Member 5</i>	<i>Member 6</i>	<i>Overall Mean</i>
Student 1	44	37	41	43	40	38	40.5
Student 2	n/a	44	41	37	44	n/a	41.5
Student 3	39	38	39	44	41	39	40
Student 4	44	38	34	n/a	n/a	n/a	38.67

Chapter V

Discussion

Research has shown students with disabilities have the capacity to learn and possess the ability to exhibit self-determined behavior (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Test et al., 2004a). While educators acknowledge the importance of teaching such skills (Mason et al., 2004; Wehmeyer, Agran, & Hughes, 2000), a lack of self-determination instruction in the secondary school setting has been documented (Agran, Snow, & Swaner, 1999; Grigal, Neubert, Moon, & Graham, 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000). This most likely is related to the fact that when teaching self-determination skills to students with disabilities, two barriers most frequently cited by special educators throughout the United States are they feel unprepared to teach self-determination skills and they are unsure how to prepare students to be active participants in the IEP process (Agran et al., 1999; Grigal et al., 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000).

The purpose of my study was to determine whether secondary special education teachers could provide self-determination instruction to students with high incidence disabilities given systematic training opportunities. The results of this study indicated a functional relationship between the systematic training package and the successful delivery of self-determination instructional procedures by secondary special education teachers to students with high incidence disabilities. Furthermore, increased rate of involvement of students with high incidence disabilities in their IEP meeting posttraining was observed.

Reliability

Interobserver reliability exceeded the minimum level of acceptability (i.e., 80%) for each participant, indicating observational data were collected in a consistent manner throughout all three experimental conditions of the study. Each teacher taught the *ChoiceMaker's Self-Directed IEP Curriculum*TM with great fidelity. In addition, the high procedural reliability (i.e., 100% for all three participants) indicated the teachers were trained in the same, consistent manner. The results can therefore be considered sound and reliable and not tainted by observational or implementation inconsistencies.

Research Question 1

The purpose of Research Question 1 was to examine the effects of a systematic training package on the delivery of self-determination instructional procedures by secondary special education teachers to students with high incidence disabilities. The successful results contribute to the current self-determination knowledge base which contained limited research specifically addressing teachers' preparation and confidence in teaching these skills. Furthermore, the baseline results, ranging from 0% to 5% across the three teachers, also supported the fact that special educators feel unprepared to teach self-determination skills and are unsure how to prepare students to be active participants in the IEP process (Agran et al., 1999; Grigal et al., 2003; Mason et al., 2004; Thoma, Nathanson, Baker, & Tamura, 2002; Wehmeyer et al., 2000). All three teachers demonstrated stable and extremely low baseline results prior to the initiation of the systematic training package. All three teachers demonstrated an immediate and substantial increase in self-determination teaching procedures during the intervention condition. The substantial increase was most likely due to the fact the three special

education teachers applied the systematic training they received and used an evidenced based curriculum. The training program, which only took one hour to implement, provided the teachers with the necessary instructional procedures, specific content, scripted sequences, and materials to prepare their students to be active participants in the IEP process. The researcher chose to adapt the *ChoiceMaker's Self-Directed IEP Curriculum*TM (Martin & Marshall, 1995; Martin et al. 1993a, 1993b; Martin et al. 1997) for it met the requirements to be considered an evidenced-based practice, as defined by the quality indicators described by Horner et al. (2005). Despite the fact the curriculum was considered evidenced based and it was readily available to teachers to use, it was not being implemented in this school. The researcher speculates this was due to teachers having a lack of time to review and learn to apply new curricula. The training package developed by the researcher addressed these concerns in a very unobtrusive and efficient time frame. Informal teacher feedback indicated the systematic training focusing on the *ChoiceMaker's Self-Directed IEP Curriculum*TM (Martin & Marshall, 1995; Martin et al. 1993a, 1993b; Martin et al., 1997) made it easy to apply the curriculum and painless to incorporate into the learning strategies curriculum. Additionally, the systematic training assisted the teachers in addressing their students' self-determination and self-advocacy goals – goals prior to the intervention the teachers were struggling to address. Teachers were appreciative of the one hour training incorporating the DVD and the easy to use curriculum, as they were able to walk away from the training and implement the procedures without additional time needed to prepare for the lessons.

When analyzing the data during the intervention conditions, there were only seven data sessions out of 18 in which targeted instructional procedures were observed less than

100% of each observation (two each for Teachers 1 and 2 and three sessions for Teacher 3). Analyzing the data further, five of these seven data sessions were for combined lessons and in each case, the teacher did not complete the final procedure on the checklist due to lack of class time. During the sixth of these seven sessions, there was a fire alarm and the teacher was unable to complete the final procedure on the checklist. The seventh session below 100% resulted when the teacher skipped a step in the procedure. Therefore, six of these seven sessions were a direct result of a lack of time, but it proved to have a minor effect on the overall results. More importantly however, the gains observed carried over to the maintenance conditions. Results during maintenance conditions across all three teachers showed the instructional procedures were more consistently applied (100% of all sessions) than even during the intervention condition. This speaks to generalization success and the ease of continuing to discuss and reinforce the self-determination content to the students. Again, informal teacher feedback indicated all teachers intended to use the curriculum the following school year with all of their students. One teacher commented she would like to incorporate the curriculum into her language arts class so as to reach more students.

Due to the positive feedback from the three special education teachers involved and given the positive results of this study, the researcher highly recommends the systematic training package be presented to other secondary teachers throughout the participating district and even the entire school system. This research has the potential to significantly impact secondary students with high incidence disabilities currently and in the future. In addition, it addresses the primary concerns of teachers feeling unprepared to teach self-determination skills and how to go about teaching these skills. In less than

one hour's time, these concerns were addressed. It is highly recommended that training on how to teach self-determination skills be incorporated into a in-service opportunities provided by the participating school district or possibly broken down into two 30-minute after school sessions. Furthermore, it is imperative educators begin to include self-determination goals and objectives targeting IEP participation on student IEPs as a means of facilitating better transitions and lifelong self-determination applications.

Research Question 2

The purpose of Research Question 2 was to examine how IEP committee members rated the involvement of students with high incidence disabilities in their IEP meetings after intervention. That is, each IEP member's perception of whether the student exhibited self-determined behaviors during the IEP meeting was examined. If the intervention was successful and internally valid, as determined through Research Question 1, it was imperative to determine if the training was also socially valid. The more socially valid the intervention, the more likely the special education teachers will continue to use the curriculum with future students and the more likely students will display self-determination skills in the future.

To obtain social validity, the *ChoiceMaker Self-Determination Assessment*TM was used. Scores above 33 indicated agreement that the *ChoiceMaker's Self-Directed IEP Curriculum*TM was socially valid. Each IEP committee member scored the four students above the minimum 33 points to indicate the instruction was socially valid. In fact the lowest score by any IEP committee member for a student was a 34, with 37 being the next lowest score. The score of 34 only appeared once while the mode, the score most often appearing, was a perfect 44, appearing five times (or 26.32% of the scores). The

overall mean score across 19 IEP members and the four students was 40.26 ranging from 34 to 44. For Student 4, only three of the five questionnaires were returned. The student and the administrator neglected to return the questionnaire. However, his scores from other committee members were still above 33. As for the remaining three students, Students 1 and 2 scored themselves as a perfect 44 and Student 3 scored herself 39, indicating students felt self-determined during their IEP meetings. Although only four students and their IEP members participated due to the timing of annual review meetings, the social validity data were consistently high. Moreover, not only did students score themselves high, but so did parents, general education teachers, administrators, and case manager/special education teachers. It appeared as if students felt empowered and self-determined while leading their IEP meetings. They had a better understanding of their IEP development and the purpose of the meeting. Likewise, other committee members observed and confirmed this self-determined behavior.

At the end of the IEP meetings, while participants completed the social validity questionnaires, members discussed the IEP meeting and what they observed. One student laughed and stated, "It felt good to control that meeting." While another student stated, "Usually I just sit there [in the IEP meeting] and just day dream. Now I know what is going on." Parents also noted the change. One parent stated, "I can't believe he just ran that meeting and did it so well." Another stated, "She is always opinionated at home, but has never spoke up in any of her IEP meetings. I am so proud of her." Finally a general education teacher noted, "I have seen a change in my classroom too. She now asks for accommodations and participates much more in class." With the case manager noting, "I

have observed this in many of her other classes as well. She was resistant at first, but is much more confident now. She is relying less on me, which is great.”

Limitations of the Study

While given the successful outcome of this investigation, an obvious limitation to this study was the number of participants. Additionally, due to the school in which participants were selected being located within a community that serves students with military parents, generalizability to the general population needs to be applied with caution. Furthermore, the participants were three special education teachers who taught students with high incidence disabilities only, making generalizability to teachers serving students with low incidence disabilities limited.

Summary

Despite the limitations of the study, all three teachers demonstrated an immediate and substantial increase in self-determination teaching procedures after participating in the systematic training session. Furthermore, these results were maintained over time for all participants. The instruction was also considered socially valid by all participating IEP committee members. Overall, the training was successful, effective, and a socially valid means of presenting content on self-determination for secondary special education teachers of students with high incidence disabilities.

Recommendations for Practice and Future Research

Based on the implementation of this study, five recommendations are warranted. For the purpose of this study, the *ChoiceMaker's Self-Directed IEP Curriculum*TM consisting of 11 lessons was taught over seven sessions due to time constraints in completing the study and gathering the data prior to the end of the school year. However,

all three teachers ran out of time at least once during the intervention sessions and each time this was during a combined lesson session. Rather than combining lessons in the future, it is recommended teachers focus on one lesson during each instructional session to better cover the instructional content and ensure enough time for practice and assimilation of information.

Second, although results indicated students were using self-determination skills in IEP meetings postintervention, baseline data were not collected to determine how many of these skills the students had used prior to the study's implementation. Though anecdotal evidence (e.g., comments made by students, teachers, parents) suggested there was an increase in self-determination behaviors in IEP meetings, there was an absence of preintervention data. In addition, future research should include gathering recordable behaviors and anecdotal comments from the teacher participants and the IEP committee members before and after intervention conditions.

Third, future research should examine the IEP goals of all students across all levels of disability as well as the type and amount of self-determination instruction, to determine if there is an impact of self-determination skills observed, generalized, and maintained when such goals are included on the IEP.

Fourth, future research should determine if self-determination skills are generalized by secondary students to other settings such as general education classrooms, job sites, community events, and social activities and if these skills are maintained over long periods of time, to include one school year to the next.

Finally, future research should include a comparative study with a group of teachers receiving the current training package and a group of teachers receiving no training to determine the effectiveness of this particular training package.

The results of this study add to the body of research validating the effectiveness of the *Self-Directed IEP by ChoiceMaker* (Allen, Smith, Test, Flowers, & Wood, 2001; Arndt, Konrad, & Test, 2006; Martin et al., 2002; Snyder, 2002). The results also validated the research that indicated without appropriate and systematic intervention, individuals with disabilities are passive participants at best (Martin, Marshall, & Sale, 2004; Martin, VanDyke, Greene et al., 2006). The results of this study combined with results from previous studies, indicate students with disabilities, having received direct instruction in self-determination become active participants in their IEP meetings. Educators can have confidence in having students lead their own IEP meetings as a means of increasing their self-determined behavior. Finally, the results of this research directly addressed the concerns of secondary special educators who feel unprepared to teach self-determination skills and are unsure how to prepare students to be active participants in the IEP process. Teachers received systematic, unobtrusive training that yielded immediate and meaningful results that affected students and their ability to display self-determined behaviors in actual IEP meetings.

Appendix A

Summary of Research Findings on Self-Determination and Student Involvement in the IEP Process

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Argan, Snow, & Swaner (1999)	Determine the perceptions of special educators on the benefits, characteristics of, and the strategies to achieve self-determination (s-d) skills.	69 special educators: 2 preschool, 28 elementary, 20 middle school, 3 high school, 3 postsecondary; serving 84% severe disabilities, 33% mild, 33% profound	Survey/questionnaire mailed to 100 special educators	N/A	N/A	Each survey was coded with a 1-3 digit random number and mailed to respondents so that follow-up reminders could be sent to those who had not responded. Data were reported descriptively as frequencies and/or percentages of total respondents.	42% rated s-d as a very important curricular area. 55% stated that s-d goals were not included or only on some IEPs. 55% believed useful for postsecondary life. Numerous values of s-d were revealed: increased self-concept (83%), enhanced self-concept (78%), increased student competence (77%), promoted positive outlook, and increased self-knowledge (58%).
Flannery et al. (2000)	Does training on Person Centered Planning (PCP) tools affect: Perception of students, parents, and educators on presence of key features during transition? The time of day or week that goals are planned to be implemented, and who provides support for the goals? Satisfaction of students, parents, and educators?	10 students (3 male, 7 female), their parents, and 8 teachers; ages 19-21; 3 identified with LD, 3 with MR, 1 with SLI, 1 with OHI/SLD, 1 with OI/SLD, 1 with HI)	Pre-experimental design – responses to questionnaire answered prior to PCP training were compared to responses provided post training.	Perception of students, parents, and educators on the presence of key features during transition. The time of day or week that goals are planned to be implemented, and who provides support for the goals. Satisfaction of students, parents, and educators.	Inservice PCP training: 8-10 hours	Paired comparisons and t-tests were generated using SYSTAT v 8.0 to compute differences between pre and post-PCP training and whether the average differed from 0.	Significantly different posttraining perceptions of process—students, parents, and teachers all reported more student participation, more consideration of students' interests, & more productive outcomes post training. Increase in number of goals to be implemented outside school. Increase in total number of support providers. Higher levels of satisfaction with transition process.

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Wehmeyer, Argan, & Hughes (2000)	To provide further information about the use of student-directed learning strategies by students. Pertinent questions included: Familiar with the term self-determination? Importance of self-determination? Help to promote self-determination? Barriers to teaching self-determination?	1,219 teachers of student with disabilities aged 14-21; 21% MS, 5% JHS, 42% HS, 30% residential or multiple; from all 50 states and 2 US territories	Survey, mailed to 9,762 educators who were members of TASH or divisions of CEC	N/A	N/A	Trends and responses were represented in graphic and tabular formats. Mean scores were calculated for questions with Likert responses. A separate analyses of variance on questions with Likert scale scores by primary environment or level of intellectual disability. Chi-square analyses on four yes/no questions.	60% indicated they were familiar with the term self-determination (s-d). 31% reported that none of their student has s-d IEP goals, 47% reported some, and 22% reported all. 1/3 reported not involving their students at all in the IEP process. Teachers rated s-d instruction as “moderately important” or “very important” and felt that promoting s-d would be “very helpful” for postschool outcomes. Barriers included teachers feeling unprepared to teach s-d skills to students, feeling students would not benefit from instruction, and feeling a lack of authority to provide such instruction.
Allen, Smith, Test, Flowers, & Wood (2001)	To teach students the skills needed to participate in their own IEP meeting. What are the effects of the <i>Self-Directed IEP</i> lesson package on students’ participation in their IEP meeting?	4 HS students ages 15-21 with moderate MR; 2 males, 2 females Instruction occurred in a self-contained special education classroom.	Single subject, multiple baseline across 4 instructional units: students leading meetings; reporting interests; reporting skills; reporting options.	Student performance in mock IEP meetings. Generalization to actual IEP meeting.	The <i>Self-Directed IEP</i> by Choice Maker; 30-40 minute sessions, twice a week for 12 weeks in a small group setting.	Graphically displayed and analyzed. Wilcoxon matched-pairs signed-ranks tests examined group differences from the pre and post real IEP meetings on Leading Meeting, Reporting Interests, Reporting Skills, and Reporting Options.	All students improved in leading meetings, reporting interests, reporting skills, and reporting options. All students generalized skills to real IEP meetings

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Powers, Turner, Matuszewski, Wilson, & Phillips (2001)	Four hypotheses were investigated: Youth who participate in <i>Take Charge For the Future</i> would demonstrate enhancement if their 1. involvement in transition planning 2. transition awareness 3. empowerment 4. participation in transition planning meetings compared to youth in a wait-list comparison group (control group)	43 students ages 14-17; 30 males, 13 females; 18 with LD, 4 with OI, 2 with ED, 1 with OHI, and 18 with combined disabilities 4 public high schools in 4 states (NH, NC, OR, and WI) representing small, medium, and large communities	Group experimental; participants were randomly assigned to either the treatment group or waitlist group	1. Level of involvement in transition planning as measured using the Educational Planning Assessment 2. Level of student and parent transition awareness as measured by the Transition Awareness Survey 3. Family Empowerment Scale 4. Student participation in transition planning meetings	<i>Take Charge For the Future</i> instruction over a 4 month period with individual and small groups and included: individual bi-weekly coaching sessions; monthly community based workshops; community activities; parent support calls and home visits; and 3 in-services for teachers	Two-factor analysis of variance (group by time) was used to evaluate the first three hypotheses. ANOVA on the change scores for each dependent measure, using each demographic measure as a covariate was used to confirm demographic variable do not impact effect.	All four hypotheses were confirmed: <i>Take Charge For the Future</i> enhanced students' involvement in transition planning, transition awareness, empowerment, and engagement in planning meetings. Students in the waitlist group were only passively involved in their transition planning activities.

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Zhang (2001)	What is the effect of <i>Next S.T.E.P.</i> on the self-determination skills of high school students with LD?	71 9 th grade students with LD ages 14-19; 52 males, 19 females 6 teachers in 2 school systems in Louisiana	Quasi-experimental with an untreated control group design with pre/posttest	The total self-determination score as measured by the Arc's Self-Determination Scale	<i>Next S.T.E.P.</i> curriculum in 19 50-minute sessions in small group setting. Curriculum consisted of the use of workbooks, videos, demonstrations, field-activities & preparing for transition meetings.	Descriptive and inferential analyses took place. Mean and standard deviations were calculated on the ARC S-D Scale. ANOVA to test the hypothesis (dependent variable was posttest score, covariate was pretest score, and independent variable was type of instruction-treatment or control)	Significant improvement in self-determination scores occurred for the treatment group.
Mason, McGahee-Kovac, Johnson, & Stillerman (2002)	To understand the influence of teaching students to lead their IEP meetings on involvement in IEP meetings and knowledge of disability and legal rights, assertiveness, communication skills, motivation, and accountability. To obtain feedback from general and special educators concerning the efficacy of this approach.	35 students completed student interviews; grades 9-11; 23 males, 12 females; variety of disabilities. Observations: 5 students with LD grades 9-10; 4 males, 1 female. 10 teacher interviews; 4 general educators, 6 special educators All from 1 urban HS; mid-Atlantic	Combination of descriptive and qualitative approaches	Level of student involvement in IEP meetings and student and teacher interviews to determine the effectiveness of the intervention	<i>Student-led IEPs: A Guide for Student Involvement</i> six 20- to 45-minute sessions over a 3-6 week period.	Interviews: identified and coded key terms were reported by interviewees and clustered into categories. Analysis also conducted to differentiate results based on prior experience with student-led IEPs or the number of planning sessions.	Students were better able to explain IEP process and importance; were more aware of their disability, their strengths and needs, and accommodations. All were observed participating throughout IEP meetings. Students acknowledged benefits of leading IEP & had ideas as to how they could be even better prepared for next meeting. Teachers noted an increase in confidence & advocacy.

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Snyder (2002)	What are the effects of the <i>Self-Directed IEP</i> program on participation in and management of IEP meetings for students with combined BD and MR?	5 students ages 14-20 with cognitive deficits and BD; 1 male, 4 females Instruction occurred in separate classroom at a residential school for students with BD	Single subject, multiple baseline across IEP meeting skills	1. Students' behavior at simulated IEP meetings using the Self-Directed IEP Behavior Rating Scale 2. Students' perceptions of instruction using the Student Intervention Rating Profile (SIRP)	The <i>Self-Directed IEP</i> program	Graphically displayed and analyzed.	1. Students were better able to make introduction, review past goals, discuss future goals, and close IEP meetings. 2. The <i>Self-Directed IEP</i> was rated as acceptable by all students (out of a possible 36, scores ranged from 25 to 36) 3. Generalization showed similar levels of participation at actual IEP meetings as simulated IEP meetings.
Thoma, Nathanson, Baker, & Tamura (2002)	What do teachers know about self-determination? What are the primary sources of their information about s-d? What strategies relating to s-d have they heard of and/or used to facilitate s-d? How important are the core competencies of s-d in the teachers' own lives?	From 5 southwestern states 43 participated in the study 62.8 % licensed special educators; 37.2% working toward emergency certificates/limited licenses 42% had graduate degrees Teaching experience ranged from 0-33 years (mean 9.79)	46-item survey developed to solicit teachers' perception and skills in supporting/teaching the various component skills of s-d (Likert and multiple choice) Five hundred surveys (randomly selected) mailed to special educators-46% return rate.	N/A	N/A	Data were entered into SPSS for Windows and analyzed for descriptive statistics. Correlation analyses were examined, descriptive analyses provided.	75% reported they were familiar with the term s-d; 67% stated training was not adequate to implement s-d strategies successfully. The majority had not heard of the most widely used s-d curricula. More than 50% said that none of their students had goals related to s-d on their IEPs. 34% did not know how feasible it would be to facilitate s-d in IEP meetings because they had not tried. Most believed teaching s-d to be important, but questioned the effectiveness of the methods they were using.

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Grigal, Neubert, Moon, & Graham (2003)	To determine parents' and teachers' beliefs about teaching self-determination, the students' participation in their IEP meetings, and perceptions on opportunity to make choices in school.	234 parents/caregivers 248 educators; 71% female, 36% special educators, 53% general 2 large urban school systems in 1 mid-Atlantic state	Survey, mailed to 984 parents/primary caregivers and 698 general and special educators (high school)	N/A	N/A	A series of factor analyses to establish the factor structure of the two s-d instruments developed for this survey was used.	Parents agreed that students with disabilities should participate in IEP process as "informed and skilled participants" and that these skills should be taught at school. Teachers only slightly agreed that they had some knowledge of self-determination and how to teach it. More than 1/3 of the teacher respondents indicated that they were not familiar with the concept of s-d. Teachers & parents only slightly agreed that their students had the opportunity to acquire, learn, and practice s-d behavior at school.
Martin, Marshall, & Sale (2004)	To examine the perceptions of various IEP members and to further determine if these perceptions changed based on who attended the meetings.	1,638 IEP team members and observation of 393 IEP meetings; 25% JHS, 21% MS, 54% HS 5 school districts from 4 cities/towns in 1 southwestern state	Questionnaire; provided to special education chairs at each school and asked to distribute them at the end of the IEP meeting for students with mild to moderate disabilities (to include those with LD, MR, and ED)	N/A	N/A	A one-way MANOVA was used to determine the effect of who completed the survey across the 10 questions. Then used an ANOVA and the conservative Scheffe's F procedure to determine the meaningful post hoc mean comparisons.	Students scored lower than any other participant knowing the purpose of the meeting, knowing what to do at the meeting, amount of time talked at meeting, feeling comfortable saying what they thought, talking about their strengths and needs, understanding what was said at the meeting, and feeling good in general about the meeting.

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Mason, Field, & Sawilowsky (2004)	To obtain information about the instructional practices and attitudes of educators related to self-determination and student involvement in the IEP process.	523 respondents from all 50 states; 77% special educators; 22% MS, 25% HS	Survey; conducted over a 6-week period on the CEC web site and also mailed to a segment of CEC members.	N/A	N/A	<p>Displayed in tabular form.</p> <p>Mean and standard deviations determined for differences between elementary and secondary teachers' responses; and between teachers' and administrators' responses..</p> <p>Percentages calculated for importance of s-d and IEP involvement; students' previous involvement in IEP process; type of involvement; and student preparedness.</p>	<p>Respondents reported that that self-determination skills and IEP involvement were considered important 50% of respondents said they could use more training in s-d Only 28% stated that students received instruction about IEPs prior to the meeting Current approaches to teaching s-d skills reported to be informal and unsystematic (70%)</p> <p>The majority of respondents (58%) stated that students were only "somewhat" involved in their IEP</p>
Arndt, Konrad, & Test (2006)	What are the effects of the <i>Self-Directed IEP</i> on students' participation in the IEP meeting?	5 HS students ages 14-18; 1 MR, 1 autism, 1 ED/BD, 1 LD, & 1 OHI Instruction was in resource class & meetings in conference room 1 inner-city school in the southeast	Single subject, multiple baseline across behaviors (instructional units)	Level of student participation in mock IEP meeting scored as percentage of skills observed.	<i>Self-Directed IEP</i> ; 6-10 45-minute sessions	Graphically displayed and analyzed.	<p>All of the students increased from baseline across all of the units in the mock IEP meetings.</p> <p>Generalization condition showed that all students were able to generalize these skills in their actual IEP meeting held after instruction.</p>

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Martin, VanDycke, Christensen, et al. (2006)	What is the effectiveness of the <i>Self-Directed IEP</i> in teaching IEP meeting skills?	764 IEP team members across 130 MS and HS transition IEP meetings; 17 teachers; 71% LD, 8.5% MR, 7.7% OHI, 3.1% ED/BD, 3.1% Asperger	Pre/posttest control and intervention design with random assignment of 65 students to each the control and intervention group.	ChoiceMaker Self-Determination Assessment	<i>Self-Directed IEP</i> curriculum;	Seven role categories were identified from the 26 types of IEP participants, four types of meetings were identified.	27 students in the treatment group started the meeting, whereas only one student in the control group started a meeting.
	What are the percentage of time students talked, started, and led IEP meetings?	5 rural and suburban school districts in one southwestern state	10-s time sampling	Post-meeting survey Observations during IEP meeting		Chi-square test was used to examine differences in who started the meetings. Chi-square test used to examine differences between special education teachers and students in the control and intervention groups in who led the meetings. ANOVA for the 6 ChoiceMaker's scores. Also used independent t tests and 2 X 2 X 4 multivariate analysis of variance.	Students in the treatment group were also much more likely to lead IEP meetings and exhibited more leadership skills (initiated approximately one third to one half of the time) than those in the control group. Students who received the intervention talked twice as much as those in the control group. Students in the treatment group had a higher perception of their IEP meetings.

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Martin, VanDycke, Greene et al. (2006)	To obtain descriptive information about student and adult involvement in teacher-directed IEP transition meetings.	627 IEP team members across 109 MS and HS transition meetings; 74 males, 35 females; ages 12-19; 78% LD, 10.1% OHI, 4.6% MR, 3.7% E/BD, 2.8% Aspergers, .9 multiple disabilities Rural and suburban districts in one state	Descriptive data collected based on observations of IEP meetings using momentary 10-s time sampling technique And post meeting surveys	N/A	N/A	<p>Six role categories of participants and four types of IEP meetings were identified.</p> <p>MANOVA to examine the differences by IEP team member roles and presence at the meeting as well as post hoc comparisons using the conservative Scheffe test.</p> <p>MANOVA to examine the differences by IEP team member roles and survey subscales as well as post hoc comparisons using the conservative Scheffe test.</p> <p>Multiple regression analysis conducted to determine predictors of meeting length.</p>	<p>Who talked (percentage of intervals):</p> <ul style="list-style-type: none"> • special educators talked the most -51% • family members 15% • general educators 9% • support staff 6% • students only talking for 3% of the intervals. <p>Despite the students only talking for 3% of the intervals, 40% of the surveyed special educators reported that students participated “a lot”. Students rarely engaged in leadership skills. Students scored lower on the meeting knowledge questions and had low opinions of the meetings. Less than 50% of the students talked about their own interests and only 1/3 expressed opinions or discussed their goals. 90% of the students attended the meetings, but had low levels of engagement.</p>

Reference	Purpose/Research Question	Participants	Design/ Procedure	DV	IV	Analysis	Results
Argan, & Hughes (2008)	To pilot a tool to obtain preliminary data on student perceptions regarding the nature and extent to which they were involved in the IEP process, as well as the opportunity to learn and practice self-determination strategies.	Convenience sample of high school students and junior high students across 2 states with intellectual and other disabilities. HS- 17 students from a large, comprehensive, high-poverty urban HS JHS- 56 students	Survey- 19 forced-choice questions with requests to give examples for HS and 15 for MS. Conducted as either individual interviews or written surveys with students	N/A	N/A	Data were collected and displayed in tabular form. Data was converted to percentages.	HS- 4 of 17 reported knowing what an IEP is and 9 said they had never attended an IEP meeting. 80% said they had not been taught to lead IEP meetings or read IEP 67% did not know their goals 13 out of 15 said they had not been taught to evaluate their IEP goals JHS- 96% were not taught how to conduct their IEP meetings. 61% had not been taught to lead IEP meetings.

APPENDIX B

Special Education Teacher Consent Form

Page 1 of 4 Initials _____ Date _____

CONSENT FORM (Teacher Participants)

Project Title	The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.
Why is this research being done?	This is a research project being conducted by Marcy B. Bond under the supervision of Dr. Frances L. Kohl at the University of Maryland, College Park. We are inviting you to participate in this research project because you are a special education teacher of students with high incidence disabilities in the Department of Dependents Schools – Europe. The purpose of this research project is to determine whether secondary special education teachers can provide systematic self-determination instruction to students with high incidence disabilities, teaching students to lead their own IEP meetings, after receiving specific training opportunities. This is an area of interest because student involvement in the IEP process is a successful method in increasing self-determination skills. However, when teaching self-determination skills to students with disabilities, one barrier frequently cited by special educators is they feel unprepared to teach self-determination skills and are unsure how to prepare students to be active participants in the IEP process.

<p>Project Title</p>	<p>The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.</p>
<p>What will I be asked to do?</p>	<p>The procedures involve you participating in a one hour training session on a self-determination curriculum aimed at increasing students' participation in their own IEP meetings. This training will occur in your classroom at your convenience (before school, after school, on your prep period or lunch period). After the training, you will be asked to complete a short questionnaire regarding the training. This questionnaire asks you to answer 17 'yes'/'no' statements and should take less than five minutes to complete.</p> <p>You will then be required to present the materials to your students enrolled in your Learning Strategies Class. These sessions last 35-65 minutes. You will teach the curriculum in six sessions to your class and then provide a review session every two weeks thereafter. These sessions will be audiotaped to check for fidelity of implementation of the curriculum. You will be asked to begin recording at the start of the session and to stop recording at the end of the session. Teaching of the curriculum lasts 3 weeks. You will then do a review lesson every 2 weeks for the next 6 weeks.</p> <p>In addition, based on annual review dates, I will also be observing the annual IEP meetings of some of the students with whom you will be presenting the curriculum. If you are in attendance at this meeting, you will be asked to complete a short questionnaire immediately following the IEP meeting to determine if the student was able to display self-determination skills during his/her meeting. This is a brief questionnaire, containing 11 statements to rate, and should take less than 5 minutes to complete.</p>

Project Title	The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.
What about confidentiality?	<p>We will do our best to keep your personal information confidential. To help protect your confidentiality, all data collected will be stored in a secure location in the student investigator's home office for at least 10 years in a locked filing cabinet. Data analysis will also take place in this location.</p> <p>If we write a report or article about this research project, your identity will be protected to the maximum extent possible.</p>
What are the risks of this research?	There are no known risks associated with participating in this research project.
Do I have to be in this research? May I stop participating at any time?	Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.
What if I have questions?	<p>This research is being conducted by Marcy B. Bond at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Mrs. Marcy B. Bond at 0631 536 7541 or marcy.bond@eu.dodea.edu or you can contact Dr. Frances L. Kohl at: Department of Special Education, 1308 Benjamin Building, College Park, MD 2074, 301-405-6490, or flkohl@umd.edu.</p> <p>If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@umd.edu; (telephone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>

Project Title	The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.	
Audiotape Agreement	<p>_____ I agree to be audiotaped during my participation in this study.</p> <p>_____ I do not agree to be audiotaped during my participation in this study.</p>	
Statement of Age of Subject and Consent	Your signature indicates that: you are at least 18 years of age;, the research has been explained to you; your questions have been fully answered; and you freely and voluntarily choose to participate in this research project.	
Signature and Date	NAME OF SUBJECT	
	SIGNATURE OF SUBJECT	
	DATE	



APPENDIX C

Self-Determination Observation Checklist: Lessons 1 & 2

Recorder: _____ Date/Session: _____ / _____ 1

Teacher: _____ Lesson (s): 1 & 2

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson"	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Provides introduction and overview	_____	_____
4. Shows video	_____	_____
5. Discusses video by asking at least 3 questions	_____	_____
6. Provides a preview of the lesson by writing Step 1 on the board (overhead, ELMO, etc.)	_____	_____
7. Teaches vocabulary by placing on the board and asking students to write the definitions in their workbooks	_____	_____
8. Shows first part of video and reminds students to listen for the three purposes of the staffing	_____	_____
9. Asks students for three purposes and writes on board and tells students to write in workbook	_____	_____
10. Goes over the importance of Tone and Voice and Eye Contact	_____	_____
11. Evaluation: has students practice beginning a meeting by stating purpose	_____	_____
12. Wrap up: Reviews why learning the 11 steps and how it generalizes to outside of staffing meetings	_____	_____
13. Provides a preview of second part of the lesson by writing Step 2 on the board	_____	_____
14. Teaches vocabulary	_____	_____
15. Shows first part of video	_____	_____
16. Asks students to identify who attended the meeting	_____	_____
17. Discusses the four people who attended the staffing and why	_____	_____
18. Discusses who may attend a staffing – both required and who else they might like to attend	_____	_____
19. Evaluation: Practices role playing	_____	_____
20. Wrap up: Review vocabulary and discuss how it might generalize	_____	_____
TOTAL:	_____	_____

of Yeses X 100 = _____ **% of Teacher Procedures**
20 Procedures

APPENDIX D

Self-Determination Observation Checklist: Lessons 3 & 4

Recorder: _____ Date/Session: _____ / _____ 2

Teacher: _____ Lesson (s): 3 & 4

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson"	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Reviews previous lesson	_____	_____
4. Provides preview of lesson by writing Step 3 on the board	_____	_____
5. Shows part of video	_____	_____
6. Discusses video and Zeke's goals (workbook)	_____	_____
7. Discusses IEPs – goals, objectives and refers to students' IEPs	_____	_____
8. Workbook Activities: actions for goals	_____	_____
9. Evaluation: Practice saying goals & actions	_____	_____
10. Teacher provides Vocabulary Quiz 1	_____	_____
11. Wrap up: discusses how goal setting might generalize	_____	_____
12. Provides preview of second part of the lesson by writing Step 4 on the board.	_____	_____
13. Teaches vocabulary	_____	_____
14. Shows first part of video	_____	_____
15. Workbook activity- receiving feedback	_____	_____
16. Evaluation: Practices stating goals, actions, and feedback	_____	_____
17. Wrap up: discusses how it might generalize	_____	_____
TOTAL:	_____	_____

of Yeses X 100 = _____ % of Teacher Procedures
17 Procedures

APPENDIX E

Self-Determination Observation Checklist: Lessons 5 & 6

Recorder: _____ Date/Session: _____ / _____ 3 _____

Teacher: _____ Lesson (s): 5 & 6 _____

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson".	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Reviews previous lesson/vocab.	_____	_____
4. Provides a preview of lesson by writing Step 5 on the board	_____	_____
5. Teaches vocabulary (writing on the board and asking students to write the definitions in their workbooks)	_____	_____
6. Shows part of video	_____	_____
7. Discusses video by discussing the 4 transition areas (education; employment; personal; and housing, daily living, and community participation).	_____	_____
8. Completes Step 5 page in Workbook with students	_____	_____
9. Completes Workbook Activity related to interests, skills, & limits	_____	_____
10. Asks students to write their interests in Workbooks on the "Step 5 continued" page.	_____	_____
11. Evaluation: has students give an example of an activity in each transition are and identify the 3 things to consider when goals (interests, skills, limits)	_____	_____
12. Wrap up: discuss a time when started a project without considering your interests, skills, and limits.	_____	_____
13. Provides a preview of second part of the lesson by writing Step 6 on the board.	_____	_____
14. Shows part of video	_____	_____
15. Discusses the videos (peer relations)	_____	_____
16. Practices ways to ask questions	_____	_____
17. Writes ways to ask questions on "Step 6" page in Workbook	_____	_____
18. Teaches vocabulary	_____	_____
19. Evaluation: has students demonstrate asking about something they do not understand using a respectful tone & good eye contact	_____	_____
20. Wrap up: Reviews the importance of asking questions and how this might generalize to other situations.	_____	_____
TOTAL:	_____	_____

$\frac{\text{\# of Yeses}}{20 \text{ Procedures}} \times 100 = \underline{\hspace{2cm}} \% \text{ of Teacher Procedures}$

APPENDIX F

Self-Determination Observation Checklist: Lesson 7

Recorder: _____ Date/Session: _____ / _____ **4** _____

Teacher: _____ Lesson (s): **7** _____

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson". (or a variation of this).	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Reviews previous lesson/vocabulary.	_____	_____
4. Provides a preview of lesson by writing Step 7 on the board	_____	_____
5. Teaches vocabulary (writing on the board and asking students to write the definitions in their workbooks)	_____	_____
6. Shows part of video	_____	_____
7. Discusses video by discussing how Zeke handled a difference of opinion	_____	_____
8. Teaches the LUCK strategy (Workbook)	_____	_____
9. Uses the LUCK strategy in a sample situation (Workbook)	_____	_____
10. Role play dealing with differences (Workbook)	_____	_____
11. Evaluation: Given a scenario, has students demonstrate the LUCK strategy.	_____	_____
12. Wrap up: Reviews the steps of LUCK strategy and how this strategy might be used in other situations.	_____	_____
TOTAL:	_____	_____

of Yeses X 100 = _____ **% of Teacher Procedures**
12 Procedures

APPENDIX G

Self-Determination Observation Checklist: Lesson 8

Recorder: _____ Date/Session: ___/___ 5
 Teacher: _____ Lesson (s): 8

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson".	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Reviews previous lesson/vocabulary.	_____	_____
4. Provides a preview of lesson by writing Step 8 on the board	_____	_____
5. Teaches vocabulary (writing on the board and asking students to write the definitions in their workbooks)	_____	_____
6. Shows part of video	_____	_____
7. Discusses support needed for goals (Workbook)	_____	_____
8. Writes support needed for students' goals (Workbook)	_____	_____
9. Practices saying goals, actions, feedback, and support	_____	_____
10. Evaluation: Asks students to state a goal, action taken, feedback and support needed.	_____	_____
11. Wrap up: Reviews what "support" means and how they use it in other areas of their lives.	_____	_____
TOTAL:	_____	_____

of Yeses X 100 = _____ % of Teacher Procedures
11 Procedures

APPENDIX H

Self-Determination Observation Checklist: Lessons 9 & 10

Recorder: _____ Date/Session: _____ / _____ 6

Teacher: _____ Lesson (s): 9 & 10

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson"	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Reviews previous lesson/vocab.	_____	_____
4. Provides a preview of lesson by writing Step 9 on the board	_____	_____
5. Teaches vocabulary (writing on the board and asking students to write the definitions in their workbooks)	_____	_____
6. Shows part of video	_____	_____
7. Discusses how to summarize goals (Workbook)	_____	_____
8. Practices summarizing goals (Workbook)	_____	_____
9. Evaluation: has students summarize their current goals, action, feedback, and support	_____	_____
10. Wrap up: asks students to think of times summarizing steps could be used.	_____	_____
11. Provides a preview of second part of the lesson by writing Step 10 on the board.	_____	_____
12. Shows part of video	_____	_____
13. Writes closing for own staffing (Workbook)	_____	_____
14. Has students practice closing the meeting by thanking everyone	_____	_____
15. Evaluation: has students say own closing statements.	_____	_____
16. Wrap up: asks students for other situations which they may thank an individual.	_____	_____
TOTAL:	_____	_____

of Yeses X 100 = _____ % **Teacher Procedures**
16 Procedures

APPENDIX I

Self-Determination Observation Checklist: Lesson 11
Maintenance

Recorder: _____

Date/Session: ____/____

Teacher: _____

Lesson (s): **11- Maintenance (1st Probe)**

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson".	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Reviews previous lesson/vocabulary.	_____	_____
4. Provides a preview of lesson by writing Step 11 on the board	_____	_____
5. Shows part of video	_____	_____
6. Introduces/reviews the Goal Chart (Workbook)	_____	_____
7. Introduces/reviews Student Staffing Script (Workbook)	_____	_____
8. Evaluation: Vocabulary Quiz # 2 given to students.	_____	_____
9. Role Play activities: Teacher assigns each student a different role	_____	_____
TOTAL:	_____	_____

of Yeses X 100 = _____ % of Teacher Procedures
9 Procedures

APPENDIX J

Self-Determination Observation Checklist: Lesson 11
Maintenance

Recorder: _____

Date/Session: ____/____/____

Teacher: _____

Lesson (s): **11- Maintenance (2nd & subsequent probes)**

<i>Teacher Procedures:</i>	<i>YES</i>	<i>NO</i>
1. Says, "We are now going to begin today's lesson".	_____	_____
2. Hands out IEPs and workbooks	_____	_____
3. Reviews previous lesson/vocabulary.	_____	_____
4. Provides a preview of lesson by writing Step 11 on the board	_____	_____
5. Introduces/reviews the Goal Chart (Workbook)	_____	_____
6. Introduces/reviews Student Staffing Script (Workbook)	_____	_____
7. Role Play activities: Teacher assigns each student a different role (students assigned different roles each maintenance lesson).	_____	_____
TOTAL:	_____	_____
<p><u># of Yeses</u> X 100 = _____ % of Teacher Procedures 7 Procedures</p>		

APPENDIX K

DVD Training Script for Use of *ChoiceMaker's Self-Directed IEP Curriculum*TM

Introduction: IDEA and the IEP; FAPE & LRE

Narrator: The Individuals with Disabilities Education Act (IDEA) mandates that students with disabilities have an Individualized Education Program, or IEP. The IDEA requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. The IEP is designed to ensure that students with disabilities receive a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). Key considerations inherent in any IEP include assessing students in all areas related to the suspected disability(ies), access to the general curriculum, the extent to which the disability affects students' learning, the development of appropriate goals and objectives, and choosing an appropriate placement for the student.

There has been increased interest in, and concern about, the level of self-determination with which secondary students with disabilities leave school. However, research has shown students with disabilities do have the capacity to learn these skills and possess the ability to exhibit self-determined behavior. While educators acknowledge the importance of teaching such skills, a lack of self-determination instruction at the secondary school level has been documented. Student involvement in the IEP process has shown to be a successful method in increasing self-determination skills. Numerous studies have concentrated on the efficacy of various self-determination interventions aimed at increasing student involvement in their IEP development. The focus of these has been on students with high incidence disabilities.

Justification

Narrator: When teaching self-determination skills to students with disabilities, teachers often encounter barriers, often at an early stage. One of the barriers most frequently cited by special educators is they feel unprepared to teach self-determination skills, and are therefore unsure how to prepare students to be active participants in the IEP process. This training is designed to primarily address teachers' feelings of unpreparedness to teach self-determination skills to students with high incidence disabilities. The training also addresses the need for students to receive systematic self-determination instruction. As special education teachers of students with high incidence disabilities, you will be provided with training and materials necessary to provide systematic self-determination instruction to your students. This will be done using the *ChoiceMaker's Self-Directed IEP Curriculum*TM.

The *ChoiceMaker's Self-Directed IEP Curriculum*TM is designed to teach students with disabilities the self-determination skills needed to be successful in adult life. The curriculum focuses on four transition areas: (a) education, (b) employment, (c) personal, and (d) daily living, housing, and community participation. *ChoiceMaker's Self-Directed IEP Curriculum*TM is a multimedia package comprising 11 sequential lessons or steps. The curriculum itself has been studied by several researchers to determine its effectiveness in teaching secondary students to lead their own IEPs. These studies investigating the efficacy of the *ChoiceMaker's Self-Directed IEP*TM package do in fact indicate a functional relationship between the *ChoiceMaker's Self-Directed IEP Curriculum*TM and an increase in student participation in IEP meetings. The findings of these studies support the belief that students with disabilities can learn the necessary

skills needed to manage and lead their IEP meetings. This package should, therefore be considered an excellent means of teaching students self-determination skills through the IEP process.

The Self-Directed IEP Training Materials

Narrator: In front of you, you should find:

- Self-Directed IEP Training Manual
- Self-Directed IEP Student Workbook
- Copies of your students' IEPs

If you take a few moments now to briefly skim through the Training Manual you, will notice that the most relevant sections have been highlighted, and additional annotations made in the margins. The Self-Direct IEP consists of 11 Lessons or Steps, which are as follows:

Step 1: Begin Meeting by Stating the Purpose

Step 2: Introduce Everyone

Step 3: Review Past Goals and Performance

Step 4: Ask for Others' Feedback

Step 5: State Your School and Transition Needs

Step 6: Ask Questions if You Don't Understand

Step 7: Deal With Differences in Opinion

Step 8: State the Support You'll Need

Step 9: Summarize Your Goals

Step 10: Close Meeting by Thanking Everyone

Step 11: Work on IEP Goals All Year

For the purpose of this study, the 11 lessons or steps will be taught over seven sessions each ranging from 35 to 65-minutes in length. The page directly after the Table of Contents outlines how the lessons will be broken down and combined. Please turn to that page now. You will notice that the Lessons are combined as follows: Steps one and two will be taught during session one, steps three and four will be taught during session two, and steps five and six will be taught during session three. Steps seven and eight will be taught during sessions four and five respectively. Steps nine and ten will both be taught during session six, and finally, step eleven will be taught during session seven. Step 11 will be repeated again every 2 weeks (2, 4, and 6 weeks postintervention) to ensure students are maintaining their understanding and application of the material and skills taught.

The Curriculum

Narrator: As we begin to discuss how to approach the lessons, and reference the teacher handbook, you will soon notice that this is a highly structured, logical, and most importantly user-friendly curriculum.

Format

Narrator: You will see common elements that appear in most of the lessons: Each lesson begins with the teacher clearly stating, “We are now going to begin today’s lesson”.

VIDEO 1 (showing teacher beginning the lesson)

Narrator: For each lesson, the teacher then hands out the student workbooks along with a copy of the students’ own IEP. A review of the previous lesson and vocabulary will usually follow.

VIDEO 2

Narrator: Next, the teacher previews the current lesson and writes which step the lesson is covering on the board (or overhead). The new vocabulary is then introduced, and students are asked to write their new vocabulary words in their workbooks. This is generally followed by viewing a segment of a video and a discussion of the video. A follow-up workbook activity is then presented.

Each lesson ends with an evaluation, generally requiring students to respond orally. The lesson is wrapped up by discussing how the specific step discussed in the lesson might generalize to other situations. For example, during Lesson 3, which deals with reviewing past goals and performances, the wrap up activity involves asking students to state goals they have in other areas of their lives, and the actions they take to meet those goals. Let's start by walking through the first session, which will combine steps 1 and 2.

SESSION ONE

Step 1: Begin Meeting by Stating the Purpose

Narrator: Please turn to step one in the self-directed IEP teacher's manual. This begins on page 29, and the first step is called 'Begin Meeting by Stating Purpose'. As you can see, each step is prefaced by a list of required materials, a lesson overview and a summary of the lesson. In addition to this, in the left hand column of this page, the strand, goal and objective are clearly stated, and the preferred location and length of the lesson are also given. This format is consistent for each of the eleven steps.

As you can see, the setting for the lesson is the classroom, and the suggested length is forty minutes, which will take a little under half of a regular class period.

The following page, page 30, begins with an outline of the lesson proper. In the left hand column of each of the following 4 pages, the distinct components of the lesson are listed sequentially using an upper case letter. In step one, the components are listed from 'A', Introduction and Overview, to 'J', Adaptation. Please note that additional instructions are included at the head of the page.

VIDEO 3

Narrator: You will notice now that section A of step one involves giving an introduction and overview of the entire 11 step program before focusing on the first step. Directions are given for the teacher, and the words preceded by the minus or dash symbol are phrases and questions which can be used verbatim during the lesson.

This segues into part B, in which a video is viewed showing a student completing the 11 steps. Four questions are then provided for the teacher to use in leading a brief discussion.

VIDEO 4

Narrator: Section C "Preview Lesson" then requires the teacher to write 'Step One: Begin Meeting by Stating the Purpose' on the chalkboard or overhead.

VIDEO 5

Narrator: Vocabulary words are then provided in section D. The words and definitions are provided for students to write in their workbooks.

VIDEO 6

Narrator: Section E then involves the viewing of the first part of the video, and students are to be prompted to listen out for the three purposes of the staffing. In section F, which follows, the students are then asked to share their answers verbally, before the

teacher writes the purposes on the chalkboard for students to enter in their Workbooks in the appropriate 'Step 1' page.

VIDEO 7

Narrator: In section G, "Practice the Beginning of the Meeting", the script is provided giving students a brief explanation of the nature of the practice activities in the workbook. Before the students practice responding to scripts from the workbook, the teacher discusses the importance of tone of voice and eye contact when addressing people. Again, clear instructions and examples are given to share with the class.

For evaluation purposes, section H indicates that each student should be able to begin the meeting by stating the purpose. In closing the lesson Section I: wrap-up, the teacher is reminded to review with students why they are learning the steps of an IEP staffing, and discuss other situations in which the steps of a process need to be learned.

Finally, Section J: Adaptation suggests possible adaptations for the lesson, which are especially important when teaching a class with students with a range of learning disabilities.

Because Step 1 and Step 2 are combined for Session 1 you will immediately begin Step 2.

Step 2: Introduce Everyone.

Narrator: Please turn to step 2 in the self-directed IEP teacher's manual. This begins on page 27. This second step is called 'Introduce Everyone'.

Already, the format should look familiar; the lesson is prefaced by a list of required materials, a lesson overview and a summary of the lesson. And in the left hand column of the page, the strand, goal and objective are again stated. Once again, the

location of the lesson is the classroom; however the estimated time for step 2 is approximately half that step one. For this reason, steps one and two, lasting a total of approximately 60 minutes, may comfortably be taught in an 85-minute class period.

One thing you will notice immediately is that section A “Review” is not necessary. Instead, in its place you will find a reminder to omit the review, as step one instruction ended only minutes before during the same class period.

PDF 1

Narrator: Section B ‘Preview Lesson, Section C; ‘Teach Vocabulary’ and Section D ‘View First Part of Video’ follow the same sequence and format as in Step one.

Section E ‘Discuss Who Attended Zeke’s Meeting’ involves a teacher led discussion based on the vignette presented in the video. Again, as a teacher, you will find clear instructions in the manual, along with the correct answers.

PDF 2

Narrator: Section F involves a discussion about who is required to be at their IEP staffing, and who they would like to invite in addition. Once again, correct answers are given. Students then return to their workbooks, completing an activity before discussing their answers with the class.

PDF 3

Narrator: Section G ‘Introducing Everyone’ involves practicing the step, as was the case for step one. Once again, the workbook is used as a tool, and contains several scripted examples for students to employ when practicing.

As with the previous and subsequent steps, step 2 concludes with an evaluation, wrap-up activity and suggestions for adapting the lesson.

PDF 4

Narrator: In this case, the evaluation involves students demonstrating the ability to introduce the people at the staffing appropriately, and the wrap-up activity requires students to review the vocabulary, and discuss other situations in which introducing people are important.

During your 2nd session, you will teach Steps 3 and 4.

3rd Session 5 &6

4th session Step 7

5th session Step 8

6th Session Steps 9 & 10

Finally, in Session seven you will teach Step 11.

Step 11: Work on IEP Goals all year.

Again, this Step follows the format of the preceding 10 Steps.

You will begin by reviewing previous lessons and previewing this lesson. This is then followed by viewing the video and completing workbook activities.

Students will then be asked to take a vocabulary quiz. This is the second Vocabulary Quiz. (The first appears after Step 3).

Finally students engage in a role-playing activity using their student scripts which they developed in their workbooks. You will assign students to role play different roles and repeat this process a few times so that students can role play different roles.

The session ends with a discussion of the different roles and which were the easiest/hardest to play. The students and you have now been through all 11 Steps. However, to ensure the students are maintaining these skills and will be able to apply these skills in real-life IEP settings, part of Step 11 will be repeated once every two weeks for the next 6 weeks. As mentioned previously, three additional sessions will take place at two week intervals, 2, 4, and 6 weeks after session 7, during these three additional sessions, Step 11 will be repeated. However, you will not show the video segment nor give the Vocabulary Quiz #2. You will simply omit these two parts from the lesson. As a measure of social validity I plan to document the perceived effects of this teacher preparation. In order to do this, a short questionnaire has been developed, to be completed by the members of several IEP teams. The IEP teams will be selected based upon whether the student has received the self-determination instruction, and if they indeed have an annual review meeting scheduled sometime between April and June 2010.

The questions will be designed to help determine if the students display specific self-determined behavior in actual IEP meetings. In closing, the researcher would like to thank you for your participation, and for including this valuable curriculum in your classroom instruction. The researcher would now like to take the time to answer any questions or address any concerns you might have.

Any subsequent questions, comments or concerns can be sent to:

APPENDIX L

Procedural Reliability Training Checklist

Recorder: _____ Date: _____
 Setting: _____ Trainer: _____

Procedures	YES	NO
1. Trainer welcomes teacher.	_____	_____
2. Trainer introduces self.	_____	_____
3. Trainer asks teacher if there are any initial questions.	_____	_____
4. Trainer provides advanced organizers.		
Written Agenda	_____	_____
Outline of DVD Presentation	_____	_____
5. Trainer provides overview/review of the Self-Directed IEP	_____	_____
6. Trainer reviews Self-Directed IEP program materials	_____	_____
7. Trainer shows presentation and covered:	_____	_____
8. Starting each lesson, "We are now going to begin today's lesson".	_____	_____
9. Teacher handing out workbooks and IEPs	_____	_____
10. Previewing previous lesson/vocab. when applicable.	_____	_____
11. Introducing new vocabulary	_____	_____
12. Viewing video segment	_____	_____
13. Follow-up workbook activity	_____	_____
14. Evaluation activity	_____	_____
15. Wrap-up activity	_____	_____
16. Trainer allows for 20 minutes of questions and answers and addresses any concerns	_____	_____
17. Trainer provides teacher with contact information should further questions arise.	_____	_____
Total:	_____	_____

of Yeses X 100= % of Procedural Reliability _____
17 Procedures

APPENDIX M

Social Validity Questionnaire: *ChoiceMaker Self-Determination Assessment*TM

Student Leading Meeting

Student Skills (Does this student do this?)

	(not at all)					(100%)				
1. Begin meeting by stating the purpose	0	1	2	3	4					
2. Introduce participants	0	1	2	3	4					
3. Review past goals and performance	0	1	2	3	4					
4. Ask for feedback	0	1	2	3	4					
5. Ask questions if you don't understand	0	1	2	3	4					
6. Deal with differences of opinion	0	1	2	3	4					
7. State the needed support	0	1	2	3	4					
8. Close the meeting by summarizing decisions	0	1	2	3	4					
										Subtotal _____

Student Reporting

1. Express interests	0	1	2	3	4					
2. Express skills and limits	0	1	2	3	4					
3. Express options and goals	0	1	2	3	4					
										Subtotal _____

Total _____

APPENDIX N

Student Assent Form

Assent Form (Students)

Directions: Information is read to students and then asked if they have any questions and if they would like to participate. Students will check yes or no and sign below.

I am a student at the University of Maryland and I am studying teaches to see if they are able to teach students how to lead their own IEP meetings. After your annual IEP meeting I would like you to fill out a short questionnaire that asks you to rate yourself on 11 items. It should take less than 5 minutes for you to fill out. You can agree to participate or not, and if you decide not to participate that is OK. You can ask me questions at any time.

Do you have any questions at this time?

Would you like to participate by filling out the questionnaire after your IEP meeting?

YES _____ NO _____

Student's Name: _____

Date: _____



APPENDIX O

Parent Permission Form

Page 1 of 3 Initials _____ Date _____

Parent Permission Form

Project Title	The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.
Why is this research being done?	This is a research project being conducted by Marcy B. Bond under the supervision of Dr. Frances L. Kohl at the University of Maryland, College Park. We are inviting your child to participate in this research because s/he is a student in a Learning Strategies class. The purpose of this research project is to determine whether secondary special education teachers can provide systematic self-determination instruction to students with high incidence disabilities after receiving training. The classes will be audio taped so that data can be collected on the teacher. Through this instruction your child will learn the skills necessary to lead his/her own IEP meeting. This is an area of interest because student involvement in the IEP process is a successful method in increasing self-determination skills.
What will I be asked to do?	Your child will be asked to fill out a brief questionnaire following his annual IEP meeting. Your child will be asked to rate him/herself on 11 statements. The questionnaire will be completed at the end of the IEP meeting and should take less than 5 minutes to complete.
What about confidentiality?	<p>We will do our best to keep your child's personal information confidential. To help protect his/her confidentiality, all data collected will be stored in a secure location in the student investigator's home office for at least 10 years in a locked filing cabinet. Data analysis will also take place in this location.</p> <p>If we write a report or article about this research project, your child's identity will be protected to the maximum extent possible.</p>
What are the risks of this research?	There are no known risks associated with your child participating in this research project.

<p>Project Title</p>	<p>The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.</p>
<p>What are the benefits of this research?</p>	<p>The major benefit of this study is to train teachers how to utilize a self-determination curriculum which in turn will help your child learn self-determination skills through learning how to lead his/her own IEP meeting.</p>
<p>Do I have to be in this research? May I stop participating at any time?</p>	<p>Your child's participation in this research is completely voluntary. . You may choose not to have your child take part at all. If you decide to have your child participate in this research, you may stop your child's participation at any time.</p>
<p>What if I have questions?</p>	<p>This research is being conducted by Marcy B. Bond at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Mrs. Marcy B. Bond at 0631 536 7541 or marcy.bond@eu.dodea.edu or you can contact Dr. Frances L. Kohl at: Department of Special Education, 1308 Benjamin Building, College Park, MD 2074, 301-405-6490, or flkohl@umd.edu.</p> <p>If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@umd.edu; (telephone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>

Project Title	The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.	
Audiotape Agreement	<p>_____ I agree to have my son/daughter be audiotaped during his/her participation in this study.</p> <p>_____ I do not agree to have my son/daughter be audiotaped during his/her participation in this study.</p>	
Signature and Date	STUDENT'S NAME	
	YOUR NAME	
	YOUR SIGNATURE	
	DATE	



APPENDIX P

IEP Meeting Participants Consent Form

Page 1 of 3 Initials _____ Date _____

Consent Form (ADULT IEP Team Members)

Project Title	The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.
Why is this research being done?	This is a research project being conducted by Marcy B. Bond under the supervision of Dr. Frances L. Kohl at the University of Maryland, College Park. We are inviting you to participate in this research project because you are an IEP team member of a student whose IEP meeting you will be attending. The purpose of this research project is to determine whether secondary special education teachers can provide systematic self-determination instruction to students with high incidence disabilities after receiving training. Students will learn the skills necessary to lead their own IEP meeting. This is an area of interest because student involvement in the IEP process is a successful method in increasing self-determination skills.
What will I be asked to do?	You will be asked to fill out a brief questionnaire following the annual IEP meeting. You will be asked to rate the student on 11 statements. The questionnaire will be completed at the end of the IEP meeting and should take less than 5 minutes to complete.
What about confidentiality?	We will do our best to keep your personal information confidential. To help protect your confidentiality, all data collected will be stored in a secure location in the student investigator's home office for at least 10 years in a locked filing cabinet. Data analysis will also take place in this location. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.
What are the risks of this research?	There are no known risks associated with you participating in this research project.

<p>Project Title</p>	<p>The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.</p>
<p>What are the benefits of this research?</p>	<p>This study is not designed to help you personally. The major benefit of this study is to train special education teachers how to utilize a self-determination curriculum which in turn will help students learn self-determination skills through learning how to lead their own IEP meetings.</p>
<p>Do I have to be in this research? May I stop participating at any time?</p>	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time.</p>
<p>What if I have questions?</p>	<p>This research is being conducted by Marcy B. Bond at the University of Maryland, College Park. If you have any questions about the research study itself, please contact Mrs. Marcy B. Bond at 0631 536 7541 or marcy.bond@eu.dodea.edu or you can contact Dr. Frances L. Kohl at: Department of Special Education, 1308 Benjamin Building, College Park, MD 2074, 301-405-6490, or flkohl@umd.edu.</p> <p>If you have questions about your rights as a research subject or wish to report a research-related injury, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; (e-mail) irb@umd.edu; (telephone) 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>

Project Title	The Effects of Systematic Self-Determination Training on DoDDS-E Secondary Special Education Teachers of Students with High Incidence Disabilities.	
Statement of Age of Subject and Consent	Your signature indicates that: you are at least 18 years of age;; the research has been explained to you; your questions have been fully answered; and freely and voluntarily choose to participate in this research project.	
	YOUR NAME	
	YOUR SIGNATURE	
	DATE	



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